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ABSTRACT

This study was conducted to describe and to analyze how employers respond to information presented to them on application forms and interviews when they make hiring decisions for entry-level jobs. The approach of the study was to observe the responses of 56 employers in the Columbus, Ohio, area to simulated hiring settings concerning youthful applicants (aged 16-25) who were seeking full-time jobs in clerical, retail, or machine trade positions. The simulations, which took place at the National Center for Research in Vocational Education, required employers to rate a number of applicants first from job applications, and then from several videotaped interviews of the job candidates. In the application screening process, the results of the study demonstrate the advantage of having some work experience, of having taken relevant vocational education courses, of having high levels of vocational skills, of having good grades, and of completing application forms in a neat manner. The results of the interview ratings show that behavior and appearance can affect not only employers' perceptions of characteristics such as attitude, personality, and verbal ability, but also of educational preparation, training, and work experience. The study concluded with numerous findings and recommendations for youth and/or youth guidance counselors, employers, and school administrators. (This technical report contains extensive data and analysis of the information gathered through the employer seminars.) (KC)

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HIRING DECISIONS

FINAL TECHNICAL REPORT

An Analysis of Columbus Employer Assessments of Youthful Job Applicants

Kevin Hollenbeck

Final Technical Report

Prepared for

The National Institute of Education
Washington, DC 20202

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1984

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FOREWORD

The outcome of the hiring process is uncertain for both job applicants and employers. Employers are faced with selecting a individual from a pool of candidates about whom they have incomplete information. Collecting additional information is costly, and the most important variable--how the individual will perform on the the job--can never be known with certainty. Similarly, for job applicants, there is considerable uncertainty about potential employers and how a particular job would influence the applicant's career. This study analyzed the explicit and implicit behavior of firms and of youthful applicants during the hiring process, both in assessment of applications and interviews.

The study addressed questions such as the following: (1) What is the relative importance of the attributes (signals) that appear in a typical job application? (2) How valuable is one or two years of postsecondary education versus a high school diploma? (3) Of what value, in terms of being hired, is a vocational education major versus a work experience program versus a cooperative education program? (4) How valuable is part-time work experience in high school versus no work experience? (5) Do employers value eligibility for subsidies such as Targeted Jobs Tax Credit (TJTC) as they make their hiring decisions?

This report presents analyses of data collected in a number of seminars in which Columbus-area employers came to the National Center and reviewed simulated applications and job interviews. The research would not have been possible without the cooperation and assistance of the fifty-six employers who attended these seminars. We greatly appreciate the time and the insights that these very busy men and women contributed.

Appreciation is also extended to Jack Barron, Robert Crain, John Gardner, and Michael Crowe for their reviews of this report.

Thanks are due to Cathy Jones for her expert typing and preparation of the report and to Ruth Morley for editorial assistance.

This technical report is meant to be a companion study to a nontechnical executive summary with the same title.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

Employability development involves making decisions about investments of time or resources in the pursuit of activities undertaken to affect a career or occupational choice or to enhance the chances of gaining employment in a preferred occupation. For example, youths could hold part-time jobs while in school, which means less time devoted to academic achievement or extracurricular activities. They could decide to attend a vocational program in a junior or community college after graduation from high school or to enter the labor market directly. The implications of these sorts of decisions on future earnings are important, but the effect of these investments on the probability of getting a job are perhaps more important.

Despite its importance, relatively little study has been undertaken of the effects of personal characteristics, basic or vocational skill levels, and job experience on the chances of getting a job. The purpose of this study was to describe and to analyze how employers respond to information presented to them on application forms and in interviews when they make hiring decisions for entry-level jobs. The focus of the study was upon employer reactions to youthful applicants (aged sixteen to twenty-five) who were seeking full-time jobs in clerical, retail, or machine trade positions.

The approach of the study was to observe employer responses in simulated hiring settings. A representative (typically a personnel administrator) from a number of firms in the Columbus, Ohio area participated in these simulations, which took place at the National Center for Research in Vocational Education during November and December 1982. The simulation required respondents first to rate a number of applicants from information supplied in job applications. Then the employers were shown a particular application to rate, and after rating that application, they viewed several videotaped seg segments

of interviews with that job candidate and rated the applicant again on the basis of the additional information obtained from viewing the videotape.

In order to gain employment, generally an individual has to survive an application screening process and to perform well in an interview. In the application screening process, the results of the study demonstrate the advantage of having some work experience (although too many jobs is disadvantageous), of having taken relevant vocational education courses, of having high levels of vocational skills such as typing speed, of having good grades, and of completing application forms in a neat manner. For some jobs, in particular the retail positions, the reputation of one's high school and eligibility for a Targeted Jobs Tax Credit, yield important signals to employers.

The results from the interview ratings show that behavior and appearance can affect not only employers' perceptions of characteristics such as attitude, personality, and verbal ability, but also behavior and appearance affect employers' perceptions of educational preparation, training, and work experience. Using the same job candidate and same script, only 40 percent of employers indicated they would hire an applicant who exhibited poor nonverbal behavior (e.g., lack of eye contact, shyness) as compared to 93 percent who would hire the same applicant after an interview with no negative behavior. Furthermore, respondents gave the former a mean rating of 3.2 (on a 5 point scale) for job preparation in terms of education as compared to a mean rating of 3.6 when no negative behavior was exhibited. This was an 11 percent difference in perceived job-readiness in terms of educational background, despite the fact that the interviewee gave identical information in both interviews.

The study concludes with numerous conclusions and recommendations for youth and/or youth guidance counselors, employers, and school administrators.

1. PURPOSE AND SUMMARY OF FINDINGS

1.1 Purpose

The purpose of this study is to describe and to analyze how employers respond to information presented to them on application forms and in interviews when they are making hiring decisions for entry-level jobs. Entry-level jobs are defined here to be positions which do not require a bachelor's degree. The approach of the study is to observe responses in a simulated hiring setting. Employers from a number of Columbus-area firms participated in these simulations that took place at the National Center for Research in Vocational Education in November/December 1982.

Although actual hiring processes involve many actors in a firm (e.g., receptionists, personnel office staff, line supervisors), the design calls for personnel administrators to be the primary respondents. Furthermore, the focus of the study is on youthful applicants (aged sixteen to twenty-five), aspiring to their initial full-time jobs. Employers' perceptions of employability change with personal contact with a job seeker, so the simulation process required the respondents first to rate applicants from information supplied in job applications and then to rerate them, based on additional information obtained from viewing a videotaped interview.

The empirical analyses of the data collected during the simulation of hiring activities measure the relative weight that employers place on various attributes when making applicant assessments and the relative weight of the influence of employer and firm characteristics on those assessments as well. For almost all the attributes being studied, there are strong a priori expectations about the direction of the relationship between attribute and employer's assessment. For example, employers prefer applicants with previous,

relevant work experience to those whose work experience has no application to the job. It is also anticipated that applicants with friends or relatives in the organization are more likely to be viewed positively than those youth who do not have contacts within the firm.

The emphasis of the quantitative analyses is, therefore, not on further substantiation of the existence of or direction (sign) of such relationships, but rather is on the relative magnitudes of the effects. By how much is an applicant with two years of relevant postsecondary vocational training but no job experience rated higher or lower than another applicant with two years of relevant job experience, but no postsecondary training? The approach is to estimate, with multivariate regression, the structure and relative magnitudes of the function which employers use <u>implicitly</u> in rating job applicants. The rating of the job applicant is modeled as dependent on the applicants' personal attributes as provided on the application form and on the characteristics of the employers performing the rating exercise. The regression yields a vector of parameter estimates indicating the effects of the (systematically) manipulated attributes, such as work history, type of high school program, and vocational skills, on the rating of the "applicants." Analyses of the ratings made after viewing videotape interviews explain how various dimensions of interview performance change the employer's prior evaluation of the applicant.

In addition to the quantitative data collected during this simulation, employers have been provided with the opportunity to "tell their stories" about hiring youth and employability development within schools. These discussions offered employers a chance to share their perceptions about the quality of job applicants and new hires and how the latter perform on the job. For example, when selecting an employee because of certain school or work experience, what qualities of the youth do the employers believe they are avoiding

that relate to unacceptable performance on the job or high turnover rates? What aspects of the youth's performance on the job influences his or her probability of being promoted, laid off, or fired? What problems seem to have led to a youth's deciding to resign? These qualitative data provide a corroborative source of information to the empirical analysis about employers' thought and reasoning processes when hiring youthful workers.

It should be noted that the simulation study of employer hiring decisions being reported here is the first stage of a multiyear project. Based on the knowledge gained about the simulation materials and study design for the Columbus seminars, the second stage of the research will attempt to observe employer response to the simulated hiring process in several urban and rural areas aside from Columbus. The final stage of the project is designed to analyze personnel files from actual firms in order to gauge the validity of the responses to simulated applications and to address the question of to what extent are the hiring criteria that are used justified by the actual performance of the people hired.

1.2 Summary of Findings

Because the outcomes from transactions are uncertain, the labor market can be viewed almost as resembling a lottery. This is particularly true for youth searching for their first or second full-time job. From the employer's perspective, the most important characteristics of a job applicant—the individual's productivity on the job--can never be known with certainty. So the employer searches through a pool of applicants and selects one, using criteria that the employer considers to be good proxies or correlates of productivity. An offer is made (i.e., a lottery ticket is purchased), and the payoff comes through job performance. From the youth's perspective, there is considerable

uncertainty about each potential employer and how a particular job will influence their career. Job applicants can never know for sure their future flow of earnings, how much and what type of training they will receive, or how much job security they will be afforded. In the context of this environment, youths search across employers and attempt to find one who will purchase the particular lottery ticket being offered.

But it should be recognized that there is an important asymmetry in the labor market process. And that asymmetry is that the supplier (the youth) is an infrequent participant in the market, whereas the demander (the employer) most likely has considerable market experience. Employers, particularly those with sizable work forces, constantly purchase labor services and observe the outcomes of their decision making. Thus, there is a natural feedback loop through which employers refine the signals they use in predicting productivity.

The results of this study confirm that market experience has resulted in employers exhibiting rather consistent behavior in their hiring decisions. Youth should be aware of this consistency, but beyond that, the parameterization of employer behavior estimated in this study can be used by youth in making career choices.

The period of school-to-work transition can be divided into three segments a period of employability development, a period of job search, and a period of job holding. This division can be heuristically shown as in figure 1. As shown, the period of employability development involves the

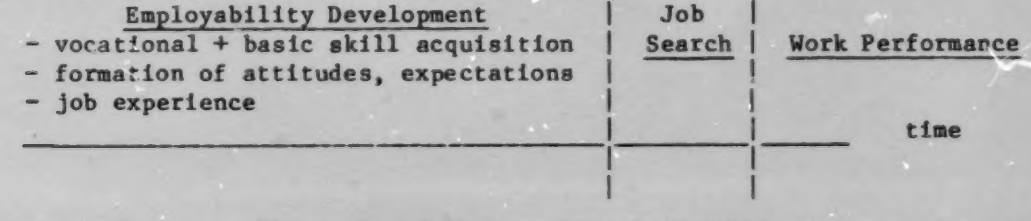

Figure 1. School-to-work transition.

acquisition and refinement of vocational and basic skills, the formation of attitudes toward and expectations about work, and the acquisition of (part-time) job experience. Young people make numerous decisions during this period of their lives. Results reported here show that a high school dropout requires some job experience that is related to the job being applied for to be considered as employable as a graduate with no job experience. (Both are at a considerable disadvantage to an otherwise equal individual who has a high school diploma and some related job experience.) For retail sales or machine trades occupations, having a high school major of distributive education or machine trades (i.e., a relevant major) is about as important as having a high school diploma. All other things equal, an individual applying for a machine trades job who has no high school diploma, but reports having a high school major program of machine trades, is perceived as employable as a high school graduate whose program was a general or college prep course of studies. For clerical jobs and for retail jobs, although to a lesser extent, typing speed is an extremely important determinant of employability. For the former, results show that an increase in typing speed of five words per minute is equivalent to a full point in the high school grade point average of the applicant, again holding all other characteristics constant.

The results of this study are useful also in determining job search behavior. They reaffirm the importance of vocational aptitudes in determining what jobs to look for. Results highlighted in the previous paragraph about the importance of typing speed (and implicitly, manual dexterity) indicate the necessity of aptitude for those occupations. Employers hiring for retail jobs

are particularly attuned to appearance, poor nonverbal behavior in interviews, and the location and reputation of an applicant's high school. The findings demonstrate the importance of neatness of an application form and appropriate appearance and language at an interview. A poor interview performance over a period of ten to fifteen minutes can offset totally years of hard work in job experience and educational achievement. If difficulty is encountered in finding work, a long gap in employment may show on the application form. The results of this study indicate that if youthful applicants use the time to improve or acquire new skills through training or in volunteer work, their employability ratings may be even higher than otherwise identical young persons with no employment gap.

These results and others are detailed in the remainder of this report. It should be recognized that the results are highly conditional on the procedures used in the data collection seminars and on the particular set of employers who responded. In chapter 2, the methodology used in the simulations is documented, and in chapter 3, considerable background data about the employers and their firms are presented. The results of the statistical analyses of the applicant rating process and the results from the interview rating exercise are given in chapters 4 and 5, respectively. An important part of the study was the discussion periods held during the employer hiring decisions seminars. Chapter 6 provides a systematic recounting of their "stories" and the opinions they shared. Finally, chapter 7 draws insights and implications from the research for youth, employers, and school personnel.

2. METHODOLOGY

In this chapter, the development of the applications and videotapes is described, as is the process used to select seminar participants.

2.1 Development of the Job Applications

For most employers, the completed job application provides the initial information on the applicant's abilities, skills, and experiences. The employer's evaluation of the application's content, in conjunction with the duties of the open job position, determine which applicants are interviewed and subsequently who is hired for the position. To simulate the employer's initial evaluation of prospective employees, job application information was generated that varied systematically the applicant's educational credentials and work experience. The overall structure used to vary applicant characteristics is displayed in table 1. Four general types of job applicants were generated as follows:

- Type 1 - 18-year-old--High school dropout
- Type 2 - 18-year-old--High school graduate
- Type 3 - 20-year-old--One year postsecondary school plus one year of work
- Type 4 - 20-year-old--Two years postsecondary school

The development of an individual job application used random numbers drawn against uniform distributions to assign the various characteristics. The distributions are presented in table 1. For example, the table shows that for 18-year-old--high school dropouts, 50 percent of all applicants were assigned to Central High School (central city), 25 percent were assigned to Upper Arlington High School (suburban), and the remaining 25 percent were assigned to Wehrle High School (private). Similarly, it can be seen that the

TABLE 1

LISTING OF POSSIBLE APPLICANT CHARACTERISTICS AND PROBABILITIES FOR USE IN GENERATING JOB APPLICATIONS

Characteristics of Applicant That Were Varied	POSSIBLE CHARACTERISTICS FOR DIFFERENT APPLICANT GROUPS							
	18-Year-Old High School Dropout	P	18-Year-Old High School Graduate	P	20-Year-Old One Year Postsecondary School Plus One Year Work	P	20-Year-Old Two Years Postsecondary School	P
1. High School Attended	a. Central High School (Central City)	.50	a. Central High School (Central City)	.50	a. Central High School (Central City)	.50	a. Central High School (Central City)	.50
	b. Upper Arlington High School (Suburban)	.25	b. Upper Arlington High School (Suburban)	.25	b. Upper Arlington High School (Suburban)	.25	b. Upper Arlington High School (Suburban)	.25
	c. Wehrle High School (Private)	.25	c. Wehrle High School (Private)	.25	c. Wehrle High School (Private)	.25	c. Wehrle High School (Private)	.25
2. High School Grade Average	a. A-	.25	a. A-	.25	a. A-	.25	a. A-	.25
	b. B-	.375	b. B-	.375	b. B-	.375	b. B-	.375
	c. C-	.375	c. C-	.375	c. C-	.375	c. C-	.375
3. High School Major/Program	a. General	1.00	a. General	.15	a. General	.15	a. General	.15
			b. Office Education	.15	b. Office Education	.15	b. Office Education	.15
			c. Distributive Education	.15	c. Distributive Education	.15	c. Distributive Education	.15
			d. College Prep	.15	d. College Prep	.15	d. College Prep	.15
			e. Co-op Office Education (COE)	.15	e. Co-op Office Education (COE)	.15	e. Co-op Office Education (COE)	.15
			f. Co-op Distributive Education	.15	f. Co-op Distributive Education	.15	f. Co-op Distributive Education	.15
			g. Occupational Work Experience (OWE)	.10	g. Occupational Work Experience (OWE)	.10	g. Occupational Work Experience (OWE)	.10
			For Machine Trades, b & e were replaced with Machine Trades and Co-op Machine Trades					
4. High School Diploma/Degree	a. No	-	a. Yes	1.00	a. Yes	1.00	a. Yes	1.00
5. Postsecondary School Attended	a. None	-	a. None	-	a. Columbus Business University (Private)	.50	a. Columbus Business University (Private)	.50
					b. Columbus Technical Institute (Public)	.50	b. Columbus Technical Institute (Public)	.50
					For Machine Trades, used b only		For Machine Trades, used b only	

TABLE 1--Continued

Characteristics of Applicant That Were Varied	POSSIBLE CHARACTERISTICS FOR DIFFERENT APPLICANT GROUPS							
	18-Year-Old High School Dropout	P	18-Year-Old High School Graduate	P	20-Year-Old One Year Postsecondary School Plus One Year Work	P	20-Year-Old Two Years Postsecondary School	P
6. Postsecondary Grade Average	Not Applicable	-	Not Applicable	-	a. A- b. B- c. C-	.25 .375 .375	a. A- b. B- c. C-	.25 .375 .375
7. Postsecondary Major/Program	Not Applicable	-	Not Applicable	-	a. Clerical b. Marketing --- For Machine Trades jobs, used Machine Trades	.50 .50	a. Clerical b. Marketing --- For Machine Trades jobs, used Machine Trades	.50 .50
8. Postsecondary Diploma/Degree	Not Applicable	-	Not Applicable	-	a. No	1.00	a. Yes	1.00
9. Employer(s)	a. Large Manufacturing Firm b. Small Manufacturing Firm c. County Govt. Office d. Large Department Store e. Small Department Store f. Fast Food Restaurant g. School Cafeteria h. Janitorial Service i. City Hospital j. No employer-did not work	*	a. Large Manufacturing Firm b. Small Manufacturing Firm c. County Govt. Office d. Large Department Store e. Small Department Store f. Fast Food Restaurant g. School Cafeteria h. Janitorial Service i. City Hospital j. No employer-did not work --- For Machine Trade major, County Govt. office was deleted as possible Employer	*	a. Large Manufacturing Firm b. Small Manufacturing Firm c. County Govt. Office d. Large Department Store e. Small Department Store f. Fast Food Restaurant g. School Cafeteria h. Janitorial Service i. City Hospital j. No employer-did not work --- For Machine Trade major, County Govt. office was deleted as possible Employer	*	a. Large Manufacturing Firm b. Small Manufacturing Firm c. County Govt. Office d. Large Department Store e. Small Department Store f. Fast Food Restaurant g. School Cafeteria h. Janitorial Service i. City Hospital j. No employer-did not work --- For Machine Trade major, County Govt. office was deleted as possible Employer	*

* Drawn at random for each job.

TABLE 1--Continued

Characteristics of Applicant That Were Varied	POSSIBLE CHARACTERISTICS FOR DIFFERENT APPLICANT GROUPS							
	18-Year-Old High School Dropout	P	18-Year-Old High School Graduate	P	20-Year-Old One Year Postsecondary School Plus One Year Work	P	20-Year-Old Two Years Postsecondary School	P
10. Position(s)	a. Office Helper b. Sales Helper c. Food Service Helper d. Cleaner	**	a. Office Helper b. Sales Helper c. Food Service Helper d. Cleaner --- For Machine Trades, a was replaced with Machinist Helper	**	a. Office Helper b. Sales Helper c. Food Service Helper d. Cleaner --- For Machine Trades, a was replaced with Machinist Helper	**	a. Office Helper b. Sales Helper c. Food Service Helper d. Cleaner --- For Machine Trades, a was replaced with Machinist Helper	**
11. Job Duties Corresponding to Job Position (10 above)	a. Filed records, sorted and delivered mail, answered phone b. Stocked shelves, showed products to customers, put prices on goods c. Prepared soft drinks, sandwiches, served food, cleaned/reset tables d. Serviced rest rooms, cleaned floors & windows, did minor repairs	**	a. Filed records, sorted and delivered mail, answered phone b. Stocked shelves, showed products to customers, put prices on goods c. Prepared soft drinks, sandwiches, served food, cleaned/reset tables d. Serviced rest rooms, cleaned floors & windows, did minor repairs --- For Machine Trades, a was replaced with: Helped skilled operator, stacked materials, did clean-up work	**	a. Filed records, sorted and delivered mail, answered phone b. Stocked shelves, showed products to customers, put prices on goods c. Prepared soft drinks, sandwiches, served food, cleaned/reset tables d. Serviced rest rooms, cleaned floors & windows, did minor repairs --- For Machine Trades, a was replaced with: Helped skilled operator, stacked materials, did clean-up work	***	a. Filed records, sorted and delivered mail, answered phone b. Stocked shelves, showed products to customers, put prices on goods c. Prepared soft drinks, sandwiches, served food, cleaned/reset tables d. Serviced rest rooms, cleaned floors & windows, did minor repairs --- For Machine Trades, a was replaced with: Helped skilled operator, stacked materials, did clean-up work	**
12. Reason for Leaving Jobs	a. Quit b. Was laid off c. Left for better job d. Was temporary job	.25 .25 .25 .25	a. Went back to school b. Left to look for full-time job	***	a. Went back to school b. Left to look for full-time job		a. Went back to school b. Left to look for full-time job	

** Dependent on employer selection.

*** Nonrandom -- summer jobs were assigned (a); all others were assigned (b).

TABLE 1--Continued

Characteristics of Applicant That Were Varied	POSSIBLE CHARACTERISTICS FOR DIFFERENT APPLICANT GROUPS							
	18-Year-Old High School Dropout	P	18-Year-Old High School Graduate	P	20-Year-Old One Year Postsecondary School Plus One Year Work	P	20-Year-Old Two Years Postsecondary School	P
13. Number of Jobs and Spells of Unemployment	a. No job b. One job—no unemployment c. Ten jobs—no unemployment d. Ten jobs—six months of unemployment e. Six jobs—no unemployment f. Six jobs—six months of unemployment	- .20 .20 .20 .20 .20	a. No job b. One full-time job c. Two full-time jobs, one job each summer period d. One part-time job during school year e. Two part-time jobs, one job each school session	.40 .15 .15 .15 .15	a. All had fast food job during last high school summer b. During school year: - No job - One part-time job c. During year not in school: - No job - One job--six months of unemployment - three jobs -no unemployment	1.00 .50 .50 .40 .30 .20	a. No summer jobs b. Two summer jobs c. Two jobs--six months of unemployment d. Three jobs--six months of unemployment e. Four jobs--six months of unemployment	.40 .30 .10 .10 .10
14. Employment Status at Time of Completing Job Application	a. Employed b. Unemployed	.65 .35	a. Employed b. Unemployed	.50 .50	a. Employed b. Unemployed	.50 .50	a. Employed b. Unemployed	.50 .50
15. Friend(s) at Firm	a. Yes b. No	.50 .50	a. Yes b. No	.50 .50	a. Yes b. No	.50 .50	a. Yes b. No	.50 .50
16. Eligible for TJTC	a. Yes b. No	.70 .30	a. Yes b. No	.25 .75	a. Yes b. No	.40 .60	a. Yes b. No	.25 .75
17. Appearance of Application	a. Neat b. Messy	.50 .50	a. Neat b. Messy	.50 .50	Not Applicable	-	Not Applicable	-
18. Spelling Errors on Application	a. Yes b. No	.50 .50	a. Yes b. No	.50 .50	Not Applicable	-	Not Applicable	-
19. Tested Typing Speed (Clerical/Retail)	Random Number a. from 40 b. to 60		Random Number a. from 40 b. to 60		Random Number a. from 40 b. to 60		Random Number a. from 40 b. to 60	
20. Machines Operated (Machine Trades)	a. None	1.00	a. None b. Lathe c. Grinder d. Drill e. Milling Machine f. Boring Mill g. Saw h. Shaper	****	a. None b. Lathe c. Grinder d. Drill e. Milling Machine f. Boring Mill g. Saw h. Shaper	****	a. None b. Lathe c. Grinder d. Drill e. Milling Machine f. Boring Mill g. Saw h. Shaper	None

**** p = .33 'None'
p = .33 'Boring mill, saw, shaper'
p = .34 'Lathe, grinder, drill press, milling machine, boring mill, saw shaper"

overall distribution of grade point average for the 18-year-old --high school dropouts was 25 percent of all applicants were assigned a grade average of A-, 37.5 percent were assigned a grade average of B-, and 37.5 percent were assigned a grade average of C-. Examples of each of the four types of job applications for the clerical/retail occupations are found in appendix A.

Two job descriptions were developed for each of three occupations--clerical, retail, and machine trades. Table 2 displays the job descriptions used for each type of job application. To obtain a measure of how the application content affects employers' hiring decisions, employers were asked to compare the job description and application information and then provide a hiring score ranging from zero to two hundred points. The directions employers were given for rating the job applications were as follows:

1. Review each job application independently and rate it as though you were going to fill a machine trade (or clerical or retail) position in your organization. If you would not hire a person because they seem overqualified, they should get a lower score than the one you would choose to hire.

2. Choose any score between zero and 200, based on the scale shown below:

HIRING PRIORITY INDEX			
0 . . 50 . . 100 . . 150 . . 200			
Worst Hired	Average Hire	Best Hired	

YOUR SCORE FOR APPLICANT

3. For a job similar to the one described above (see table 2 for job descriptions) assume:

   - 50 points represents the worst applicant you ever hired (as perceived at the time of hiring, NOT what the new hire's performance actually turned out to be)

   - 100 points represents the average applicant you hire

   - 150 points represents the best applicant you ever hired (as perceived at the time of hiring, NOT what the new hire's performance actually turned out to be)

TABLE 2

JOB DESCRIPTIONS EMPLOYERS USED WHEN RATING DIFFERENT TYPES OF JOB APPLICATIONS

Type and Number of Applications Grouped Together for Rating		Job Descriptions for Each Occupation					
		Clerical		Retail		Machine Trades	
Type	Number	% of Time Required on Job	Job Tasks	% of Time Required on Job	Job Tasks	% of Time Required on Job	Job Tasks
Group #1							
• 20-year-old--2 years postsecondary	6	75	Types letters, reports, charts	75	Advises (sells) customers on products; features	75	Operates a basic machine tool
• 20-year-old--1 year postsecondary, plus one year work	6	25	Maintains files for records, invoices correspondence	25	Prepares sales slips, uses cash register, and keeps records of sold merchandise	25	Uses micrometers, gauges, etc. to check completed work
• 18-year-old--High School Graduate	5						
Group #2							
• 18-year-old--High School Dropout	11	25	Delivers mail and messages	25	Shows products to customers	25	Assists skilled operator
• 18-year-old--High School Graduate	5	25	Types invoices and letters	25	Prepares sales slips and uses cash register	25	Feeds parts into automatic machine
		25	Answers phone			25	Removes parts from machine and places on conveyer for next operation
		25	Copies material	25	Stocks counters and shelves		
				25	Packs and unpacks items		
						25	Loads and unloads materials and cleans around work area

Note: Applications in Group 2 Were Hand Written

4. The applicants are all black males (or females, for clerical and retail).

5. Assume you are reviewing the applications in July 1982. Note that the current employment status is indicated on each application.

The hiring priority index and the response for employer's rating were reproduced for each application (see appendix A for example).

2.2 Development of Videotape Job Interviews

The purposes of the videotape interviews were (1) to determine the change that a personal interview has on employers' rankings of an applicant after they had rated a written application, (2) to determine the relative weight of certain negative factors displayed in a job interview--appearance, attitude, language, and nonverbal behavior, and (3) to determine whether applicants' explanations for gaps in their work record affected how an employer rated them.

A project advisory committee reviewed a series of preliminary tapes and made recommendations for improvement. These recommendations were incorporated into succeeding taping and scripts. The final tape used in the employer conferences demonstrated the following characteristics:

1. No gap in work record--no negative factors
2. No gap in work record--inappropriate dress
3. No gap in work record--inappropriate language
4. No gap in work record--negative attitude
5. No gap in work record—poor nonverbal behavior
6. Six month gap in work record--"good" explanation--no negative factors
7. Six month gap in work record—"poor" explanation--no negative factors

The job applications and corresponding scripts for the interviews can be found in appendix B.

Other than the above differences, interviews were as uniform as possible. Each applicant was a black youth who graduated from high school two years ago. The applicant for secretary was female and the applicant for the machinist and retail sales was male. The same interviewer was used for all interviews and, to the extent possible, asked identical questions in each interview sequence.

Employers viewed the taped job interview corresponding to the occupation for which they hired applicants. Employers were asked to rate the written application using the hiring priority index scale used in earlier ratings of applications. They then viewed a segment of the taped interview and ranked the applicant's performance again using the same scale. They were also asked to rank the applicant's preparation for the job in terms of education/training, work experience, appearance, grammar, attitude, and personality. Finaly, the employers were asked to state whether or not, given a suitable opening, they would hire this person and the main characteristic that influenced this decision.

2.3 Employer Seminar Procedures and Questionnaire Content

The process of recruiting employers to attend the seminars involved (1) obtaining the cooperation of the Columbus Area Chamber of Commerce to co-sponsor the seminars, (2) writing letters inviting chamber-member employers to attend the seminars (the letters were signed personally by Robert E. Taylor, Executive Director of the National Center for Research in Vocational Education; Ray Miller, Executive Director of the Employment & Education Commission of Franklin County; and Alfred S. Dietzel, President of the Columbus Area Chamber of Commerce), (3) calling the employers as a follow-up to the letter, and (4) placing announcements of the availability of the seminars in local papers. Letters were sent to approximately 1,000 employers.

Of the fifty-six employers who attended the seminars, about 60 percent represented employers who hire clerical personnel, 30 percent represented employers who hire retail personnel, and 10 percent represented employers who hire machine trades personnel. The number of employers participating in the seminars was lower than expected. In follow-up phone conversations to invite employers personally to participate in the seminars, the following explanations were most frequently expressed by employers as reasons for not wanting to participate:

- Too busy
- Did not hire entry-level personnel
- Did not hire youth for entry-level jobs--in many cases the employers indicated that they tended to hire workers re-entering the job market in place of hiring youth
- Did not have entry-level positions in three occupational areas of clerical, retail, or machine trades
- Retail employers were most likely to indicate that the time prior to Christmas was critical for their success and therefore could not afford time away from the job
- Only hired one or two persons (if that many) a year and did not feel that they could contribute to the seminar

The following is a list of seminar activities in which the participants engaged and the approximate time employers spent on each activity:

	Activities	Time (minutes)
1.	Complete questionnaire - Section A, Background Information	20
2.	Introductions and overview of seminar	15
3.	Rate job applications: 20-year-olds, high school graduates plus one or two years of additional schooling, and 18-year-olds, high school graduates	25
4.	Experience with young entry-level employees--complete questionnaire - Section B, Expected Productivity	20

5.	Observe and rate videotapes of youth's performance in job interviews	30
6.	Rate job applications: 18-year-olds, high school dropouts and high school graduates	25
7.	Participants' Discussion: Employer experiences in hiring youth for entry-level jobs; skills and competencies schools should be teaching youth to get and keep jobs	45

The materials used in the seminar were assembled in a three-ring notebook and were colorcoded to correspond to the different seminar activities. The discussion period was tape-recorded for later analysis.

The questionnaire that was developed and administered to employers attending the seminar was divided into four sections: Section A - Background Characteristics of the Firm and Individual; Section B - Expected Productivity and Training Processes for Entry-Level Employees; Section C - Application and Interview Evaluation Process; and Section D - Background Characteristics of Successful and Nonsuccessful Entry-Level Employees at the Firm. Sections A and B were completed as part of the seminar activities. Due to the time constraint of three hours for the seminar, employers were asked to take Sections C and D and mail them back in a postage-paid envelope. The next chapter provides summary statistics of the data gathered in the questionnaire.

3. DESCRIPTION OF THE DATA

In this chapter, the data collected about the employer and their firm are described. Appendix C to this report is comprised of a copy of the questionnaire given to the seminar participants which provides frequency distributions of their responses. At the end of the data collection activity, a total of fifty-six employers had attended hiring-decisions seminars held at the National Center. The following chart shows employer response by firm size:

Firm Size: No of Employees	Number of Firms Contacted	Number Who Attended Seminars	Percentage Response
20-99	750	22	2.9%
100-199	135	6	4.4
200-499	100	9	9.0
500+	74	19	25.7
Total	1,059	56	5.3%

This response was lower than anticipated and caused a significant reduction in the planned analysis of the questionnaire data. In addition to the reasons stated above for not attending, the low response can be explained by the fact that participation in the seminar required approximately one-half-person day, which was a cost most firms felt they could not bear. Response rates increased significantly with firm size, which was expected, because larger firms tend to have formal personnel offices.

3.1 Employer and Firm Characteristics

The first set of data to be described are the characteristics of the respondents and the firms that they represented. Because of the nature of the three occupations examined in the study--clerical, retail, and machine trades trades--the sample was judgmentally screened by industry. Table 3 shows

TABLE 3

PARTICIPANTS IN EMPLOYER HIRING DECISIONS SEMINARS, BY INDUSTRY

SIC	Industry	Number of Attendees
	MANUFACTURING	10
272	Periodicals	1
275	Commercial Printing	1
344	Fabricated Structural Metal Prods.	1
349	Misc. Fabricated Metal Prods.	1
354	Metalworking Machinery	2
355	Special Industry Machinery	1
358	Refrigeration Machinery	1
366	Communication Equipment	1
367	Electronic Components	1
	TRANSPORTATION AND PUBLIC UTILITIES	1
492	Gas Production and Distribution	1
	WHOLESALE TRADE	5
501	Motor Vehicles and Equip.	1
505	Metals and Minerals, exc. Petro.	1
506	Electrical Goods	1
511	Paper and Paper Products	1
517	Petro. and Petroleum Products	1
	RETAIL TRADE	9
523	Paint, Glass, and Wallpaper	1
531	Department Stores	1
541	Grocery Stores	2
545	Dairy Product Stores	1
571	Furniture and Home Furnishings Stores	1
581	Eating and Drinking Places	2
594	Misc. Shopping Goods Stores	1
	FINANCE, INSURANCE, AND REAL ESTATE	15
602	Commercial Banks	3
612	Savings and Loan Assoc.	3
631	Life Insurance	1
632	Medical and Health Insurance	2
633	Fire, Marine, and Casualty Insurance	2
641	Insurance Agents	4
	SERVICES AND GOVERNMENT	15
701	Hotels, Motels, and Tourist Courts	2
734	Services to Buildings	1
736	Personnel Supply Services	1
739	Misc. Business Services	1
769	Misc. Repair Shops	1
806	Hospitals	1
824	Correspondence and Voc. Schools	4
839	Social Services, not elsewhere classified	1
864	Civic and Social Assocs.	1
919	Government, not elsewhere classified	2

NOTE: Industry unknown for one respondent.

the industrial composition of the firms represented. In general, the manufacturing firms reviewed machine trades applicants; the wholesale and retail trade establishments reviewed applicants for the retail job; while the finance and insurance and other services rated the clerical position applicants.

Few of the respondents' companies were unionized. Only four firms out of the fifty-six participating had any nonsupervisory workers covered by collective bargaining, and one of these responded that the percentage was only 10 percent. There was wide diversity in the size of the establishment, with the median-size class being 100-199 employees. Approximately half of the employers reported fewer than 10 part-time employees in the firm. Surprisingly, ten of the remaining twenty-eight employers reported 500 or more part-time employees in the firm.

The median percentage of full or part-time employees under the age of twenty-five was 25 percent at the respondents' firms. In an attempt to gauge the extent to which internal labor markets were existent among the firms, the respondents were asked how many foremen or supervisors were first hired by the establishment in an unskilled or semiskilled entry-level position. The median response was 30 percent.

There was a fairly wide variation in the characteristics of the individuals who attended the seminars. Males constituted 54 percent of the sample. Blacks comprised 9 percent. The age distribution of the respondents was that 35 percent were less than age thirty-five, 29 percent were thirty-five to forty-four years of age, 19 percent were forty-five to fifty-four, and the remaining 17 percent were fifty-five years or older. Educational levels were relatively high, with about 80 percent responding that they had four or more years of college or training beyond high school. The individuals had a median of five years of experience participating in the hiring decisions of

their current establishments and a median of ten years of experience reviewing employment applications in any company.

In terms of position within the firm, twenty-two out of fifty-two of the employers (42 percent) reported being a manager or staff member of a personnel department. Forty-two out of fifty-two (81 percent) reported having hiring authority either on their own or shared with others. A somewhat smaller number--69 percent--reported having their own or shared authority to fire individuals.

3.2 Firms' Hiring Practices

The employers were asked to report what methods are used to attract applicants when their firm has an opening in an unskilled or semiskilled job. Of fifty-four responses from seminar participants, six employers (11 percent) indicated that they did not solicit applicants because they had enough unsolicited applicants. Of the remaining forty-eight responses, the rank ordering of the responses was as follows (employers could denote more than one method):

Rank	Method	Number of Responses
1	Advertise in media	43
2	Announce to current employees	36
3	Ask for referrals from schools or vocational education institution	33
4	Ask for referrals from the state employment service	25
5	Display "help wanted" sign	12
5	Make other efforts	12
6	Ask for referrals from an employment agency	5
7	Ask for referrals from union	0

The way firms respond to telephone inquiries about employment, how often persons are allowed to complete an application, what percentage of applicants are interviewed, and whether reference checks with former employers are made are all important aspects of a firm's hiring process. These policies also differ among many firms depending on whether or not there is an opening.

Thus, as can be seen in appendix C, questions about these subjects were asked for periods when there is an opening and when there is no specific opening. A majority of employers encouraged telephone callers to come in and fill out an application when there is an opening in the firm. A total of 62 percent indicated that they unconditionally encouraged callers to come in, while an additional 30 percent encouraged callers to come in if they have skills. When there is no specific vacancy, the employers are somewhat less encouraging. Only 44 percent unconditionally invite callers to apply, and 26 percent said to apply if skilled; on the other hand, 28 percent of the employers generally discouraged callers when there was no opening.

Employers exhibited similar behavior in their policies for taking applications from individuals who come to their establishment without a referral. When there is a vacancy, 91 percent of the respondents indicated that they give 95-100 percent of the walk-ins application forms to complete, and only 2 percent reported giving 0-5 percent of walk-ins an application. But when there is no specific opening, 21 percent of the employers do not give out applications (i.e., give them to 0-5 percent) to walk-ins, and only 68 percent give out applications to 95-100 percent of walk-ins.

When there was no specific opening, seventeen employers indicated that they screened individuals who come to their establishment without a referral in the process of deciding whether to give out applications. The basis for not allowing persons to fill out an application were as follows:

	Reason	Number
1.	Application not accepted when no opening	7
2.	Walk-ins screened on education	8
3.	Walk-ins screened on job training	7
4.	Walk-ins screened on experience	7
5.	Walk-ins screened on speaking and language ability	4
6.	Walk-ins screened on age	4
7.	Walk-ins screened on general appearance	4
8.	Walk-ins screened on other reasons	1

The responses summed to greater than seventeen because reasons 2 through 8 could have been marked more than once.

The percentages of persons filing applications who are interviewed also change significantly depending on whether or not there is an opening. These percentages may be summarized as follows:

Percentage of applicants interviewed when there is an opening:	Number	Percentage interviewed when no specific opening:	Number
95-100%	13	95-100%	6
76-94%	10	76-94%	2
51-75%	5	51-75%	3
26-50%	9	26-50%	4
6-25%	10	6-25%	12
0-5%	3	0-5%	23

The respondents reported a fairly high number of interviews per hire. The median response to the question "On average, how many people are interviewed to fill an opening?" was eight applicants. The responses ranged from three to forty.

Employers may engage in one of several different hiring strategies and the strategy choice may even depend upon the job to be filled. The Columbus employers were asked to characterize their firms' selection process. Forty-two percent of the respondents indicated that they set a target number of interviews and then selected the best applicant. For these respondents, the median target number of interviews was five. When asked what percent of the time the number of interviews had to be increased past the target number, the median response was 10 percent of the time. Twenty-six percent of the employers responded that they set a target date and selected the best person interviewed prior to that date. The median response to the length of the interview period was four days and 10 percent was the median response to the question about what percent of the time selections were made after the target date.

Thirty percent of the employers described their hiring process as one of setting a fixed minimum standard and offering the job to the first person exceeding the standard. These respondents indicated that they lowered the minimum standard a median of 5 percent of the time. The remaining 2 percent of the employers indicated that their process was one of setting a high minimum standard at first, but lowering it as time progressed.

Checking references can be a very useful and cost-efficient practice for employers to reduce the probability of making an error in hiring. The employers voiced their opinions that it is becoming more and more difficult to get reliable information on applicants through reference checks because of legal developments and protection of privacy concerns. But despite this trend, 81 percent of the respondents reported contacting previous employers for at least some applications. (Forty percent of these same respondents contacted previous employers 95 to 100 percent of the time).

Data were collected on the frequency of the type of information obtained when previous employers were contacted. Through examination of the data, it appears that the major purpose of employer contacts is for verification of previous employment. Of least interest is verification of previous wage rates. The precise data that were collected are as follows:

Type of Information Sought	Frequency of Reference Checking			
	Always	Frequently	Infrequently	Never
Verify applicant did work there	41	3	3	1
Verify type of work applicant performed	33	9	2	2
Verify applicant's wage	8	10	14	9
Verify reasons applicant left	29	8	8	4
Information on absenteeism	24	10	10	4
Performance on the job	28	11	6	5

3.3 The Applicant and Interview Evaluation Process

The process of evaluating applications and interviews involves searching for the key signals of employability. In some cases, the signals are explicit on the application form or in answers to questions at the interview, e.g., grade point average, typing speed, etc. In other cases, the signals are inferred from other information (e.g., eligibility for Target Jobs Tax Credit (TJTC), location of high school.) The participants in the seminar were presented with twenty-five items that they might use to screen applicants. They were asked to indicate all items which were important in narrowing the applicant pool, and to rank order the three items which were most critical in making the final decisions among applicants. Table 4 presents the items as rank ordered by how often the respondents selected each item as important. Table 4 also presents the items as rank ordered by the respondents' assessment of their criticalness. The rank ordering for criticalness reflects a weighting system by which an item was assigned a score of 15 each time a respondent judged it most critical, a score of 10 each time a respondent judged it next most critical, and a score of 5 each time a respondent judged the item third most critical. Each item's scoring index on table 4 is the total of the item's assigned score.

The rankings for importance and criticalness are highly correlated as seen by inspection of the table. A Kendall tau coefficient of .684 was calculated for the two rankings (Hayes 1965, pp. 647-655). The construction of the index for the critical items was somewhat arbitrary, but what is indicated clearly is that specific vocational skills (in most cases, typing speed) and kinds of duties performed in previous jobs are key signals for persons reviewing applications.

TABLE 4

RANK ORDERING OF ITEMS IMPORTANT IN SCREENING APPLICATIONS IN DECISIONS OF WHOM TO INTERVIEW

Rank Order of Items Important in Narrowing Applicant Pool	Percentage Response	Rank Order of Items Critical in Final Decision	Scoring Index
1. Reasons for leaving previous jobs	97%	1. Specific vocational skills	260
2. Kinds of duties performed in previous jobs	89	2. Kinds of duties performed in previous jobs	170
3. Specific vocational skills	86	3. Reasons for leaving jobs	110
3. Kinds of jobs held	86	3. Kinds of jobs held	110
5. Good spelling on application form	83	5. Recommendations from past employers	90
6. Accuracy of application information	80	6. Educational level (e.g., high school diploma)	85
7. Appearance of application form	77	7. Number of jobs held	70
8. Education level (e.g., high school diploma)	74	8. Accuracy of application information	60
8. Number of jobs held	74	9. Vocational training	50
10. Gaps in employment	71	9. Gaps in employment	50
11. Recommendations from past employers	69	9. Good spelling on application	50
12. Criminal record	54	12. Criminal record	45
13. Vocational training rec'd in school	51	13. Bondability	40
14. School grades	49	14. Appearance of application form	40
15. Applicant's age	37	15. Driver's license	25
16. Employed or unemployed status at time of application	29	15. Applicant's age	25
17. Vocational training received in CETA	26	15. School grades	25
17. Reputation of past employers	26	15. Vocational training rec'd in CETA	25
18. Bondability	23	19. Friend(s) working at firm	20
20. Reputation of schools attended	20	20. Reputation of schools attended	15
20. Friend(s) working at firm	20	20. Reputation of past employers	15
22. Driver's license	17	22. Location of school attended	10
23. Recommendation from personal friends	14	22. Employed or unemployed status at time of application	10
24. Location of schools attended	9	24. Recommendations from personal friends	5
25. Qualifies for TJTC	0	25 Qualifies for TJTC	0

Among the other items reviewed by the employers, good spelling on the application form and appearance of the application form were both ranked high but were somewhat higher on the first list (i.e., the screening list) than on the list of critical determinants. The employed or unemployed status of the job seeker at the time of application also ranked higher on the first list than on the second, but it was less important than either spelling or appearance of the application form--mentioned only 29 percent of the time as an item that is important in narrowing applicant pools as opposed to 83 percent and 77 percent for spelling and appearance of the application form.

Recommendations from past employers was an item that ranked higher on the list of critical items for choosing an applicant than on the list of important items for screening applicants and thereby narrowing down the number of applicants. It was noted in 69 percent of the responses as important for screening, ranking it ninth, while it was ranked fourth on the list of critical items. Two other items that were ranked higher on the right-hand list of table 4 were bondability and driver's license. This indicates that sometimes these two items may serve as tie-breakers among the final list of applicants.

This group of employers reported that eligibility for a tax credit was never important in screening or selecting applicants. As described later, this fact is collaborated in estimating models of how applicants are rated. Eligibility for TJTC was (randomly) assigned to the applications that were rated in the seminars, but this characteristic never was a statistically significant negative correlate of employability, holding all other things constant, in any of the empirical models.

The employers were also presented with a list of nineteen items that influenced their evaluations of applicants during an interview for a job. Table 5 presents ranks of these items for their <u>importance</u> in reaching the

TABLE 5

RANK ORDERING OF ITEM THAT INFLUENCE EVALUATION OF APPLICANTS DURING AN INTERVIEW

Items Which Are Important in Assessment of Interviews	Percentage Reporting	Items Which Are Critical in Assessment of Interviews	Index
1. General appearance (grooming)	97%	1. Attitude	335
2. Attitude	94	2. General Appearance (grooming)	190
3. Punctuality for interview appointment	89	3. Grammar or language	100
3. Personality	89	3. Maturity	100
3. Maturity	89	5. Nonverbal behavior	60
6. Grammar or language	86	6. Speaking ability	55
7. Nonverbal behavior	71	6. Discussion of education not shown on on application	55
8. Number of questions about job	69	6. Personality	55
8. Eye contact	69	8. Punctuality for interview appointment	50
10. Dress	66	9. Poise	50
10. Speaking ability	66	11. Number of questions about job	45
10. Poise	66	12. Dress	40
13. Discussion of education not shown on application	63	12. Eye contact during interview	40
14. Number of questions about company	49	14. Number of questions about company	25
15. Discussion of other achievements not shown on application	43	15. Discussion of other achievements not shown on application	20
16. Reaction to wage offer	40	15. Sensitivity	20
16. Independence	40	15. Independence	20
18. Nervousness	34	18. Nervousness	15
19. Sensitivity	31	18. Reaction to wage offer	15

employers' assessments of the interviews and for whether they were among the three most critical items. Again there was considerable agreement between the two lists--Kendall's tau statistic was calculated to be .607. General appearance (grooming) and attitude were the ranked first or second in both lists, but the latter was by far and away the most critical item in assessing interviews. Sixty percent of the respondents rated attitude as the most crucial item in assessing an interview. This assessment is corroborated in the qualitative data presented in chapter 6 below from the discussion periods held during the hiring decision seminars.

Punctuality for the interview, number of questions about the job, and eye contact are all items that employers indicated were important in assessing interviews, but were rated lower in the ranking of critical assessment items. Nervousness was not ranked highly on either list, although eye contact and nonverbal behavior were. Interestingly, independence did not show up to be a desirable item. It was mentioned to be an important item in 40 percent of the responses (ranked eleven out of thirteen) and was the lowest ranked item in the list of items critical in assessing interviews.

Both those rankings and those shown in table 4 indicate that employers seeking to fill jobs closely akin to those used in this study want neat, accurate applications that highlight vocational skills and duties held in previous jobs and want well-groomed interviewees with a "good attitude"--team players. School grades, having friends at the firm, qualification for TJTC, and applicant's age are relatively less important characteristics on the application form. In the interview, nervousness seems to be overlooked and an independent attitude is not desirable.

3.4 Training and Productivity

During the seminars, data were also collected about the training process of and productivity of typical new employees holding jobs similar to the one described for the application rating. Training was classified into four types —reading manuals or watching others, formal training, informal training by management or supervisors, and informal training by coworkers. Furthermore, information on hours spent in each of these types of training was collected for the period of the first month of employment and for the next 11 months. It turns out that approximately half of the training occurs in each of these two periods. The median level of training reported by the respondents was 97 hours during the first month of employment and 100 hours during the next 11 months.

An interesting pattern of hours spent in training during the first month and during the next 11 months was observed across the three job types. The employers of clerical workers reported the highest levels of training during the first month--a median of 105 hours--with the lowest level among the three occupations for the next 11 months--90 hours. Machine trades job holders had just the opposite training experience. They were reported to have relatively low levels of training in month 1--a median of 62 hours, but much higher levels during the next 11 months--a median of 410 hours. The median data for all the job types by type of training and total are presented in table 6.

The largest share of training time for newly hired persons was spent in reading manuals and watching others do the job rather than doing it themselves (i.e., activities which consume the trainee's time but do not reduce the productivity of the other workers). During the first month of employment, a median of 40 hours was spent in such activities by the typical new employee; 40 additional hours in the next 11 months. The corresponding statistics for

TABLE 6

MEDIAN HOURS OF TRAINING, BY OCCUPATION AND TYPE OF TRAINING

Typing of Training	Occupation							
	Clerical		Retail		Machine Trades		All	
	1st Month	Next 11	1st Month	Next 11	1st Month	Next 11	1st Month	Next 11
Reading manuals or watching others perform job	40	40	20	64	40	47	40	40
Formal training	15	5	16	28	0	0	14	10
Informal training by management	15	18	11	23	10	30	15	20
Supervision by co-workers	20	20	10	18	10	35	20	18
All	105	90	95	178	62	410*	97	100

* n = 9; responses were 40, 60, 95, 118, 410, 440, 600, 640, 1880.

the first month for formal training, informal training by management or supervisors, and individualized training or supervision by coworkers are 14 hours, 15 hours, and 20 hours respectively.

A set of questions asked the employers to rate the productivity of a typical new employee while engaged (or not engaged) in training activities during the first day of employment, at the end of the first month, and at the end of the first year of employment. The instructions were as follows: "Please rate a typical employee's productivity on a scale of zero to 100, where 100 equals the maximum productivity rating any of your employees has or can attain and zero is absolutely no productivity by your employee." The questions about productivity of recently hired employees were intended to provide indicators of the relative productivity of a worker at different points in time or engaged in two different activities. They are not attempting to measure productivity in any absolute sense.

Relative productivity is rated as being very low during the first day whether the worker is not engaged in any training activity (median = 0), is being trained by a line supervisor or management (median = 10), or is being trained by co-workers (median = 10). At the end of the first month, the median ratings were 35, 45, and 50 respectively. At the end of the first year, the medians are 75, 85, and 80. Notice that the employers rated productivity of the new worker slightly higher at the end of the first month when being trained by a co-worker rather than by a supervisor, but the reverse is true by the time the worker reaches one-year tenure.

In an attempt to measure whether the training given to new employees in these jobs was general in nature or specific to the firm, employers were asked how many skills were useful outside their company, and focusing on those

skills, how many other companies in the local labor market have jobs requiring those skills. The frequencies of the responses were as follows:

Skills learned that are useful outside company:		Number	Percent	Number of companies in area having jobs requiring general skills:	Number	Percent
All	95-100%	18	37	Less than 5	1	2
Most	61-94%	28	50	5-15	2	4
Half	40-60%	7	12	10-100	22	38
Some	6-39%	2	4	100+	31	55
Minimal	0-5%	1	2			

These frequencies indicate that most of the training that respondents were reporting was general in nature, and additionally, there were a large number of firms in the Columbus area for which trainees could use these skills. Such a situation would suggest that initial wages would be relatively low as individuals would be bearing part of the cost of training. Indeed, the median starting hourly wage for the jobs was only $4.00 per hour, just $0.65 above minimum wage.

3.5 Experience with Recently Hired Workers

The last type of background information collected in the seminars pertained to the experiences firms had with recently hired workers. Information such as age, sex, race, educational attainment, referral source for the job, wage rate, and "productivity score" was obtained for a choice-based sample of five individuals hired approximately eighteen months ago--one who had been promoted, one who was still employed but had not been promoted, a discharge, a layoff, and a voluntary resignee. When asked about retention/separation of workers, employers reported a median of 10 percent of employees aged sixteen to twenty-five hired two years ago would be discharged or induced to quit, a median of 25 percent would have voluntarily resigned, a median of 0 percent would be on layoff (only eight employers reported having any workers currently

on layoff), and a median of 60 percent would still be employed at the firm. Of the (60 percent) workers still at the firm, employers responded that about one-quarter would have received a job promotion, defined here to be "given noticeably upgraded job responsibilities involving a higher rate of pay."

Slightly over half of the sample responded to questions about the characteristics of workers who were promoted and those who were still at the firm but not promoted. Because of the small sample sizes, only impressionistic conclusions can be drawn. Those impressions include the following:

- A slightly higher proportion of the promotions were given to females, blacks, and college-educated individuals.
- The median age of promoted workers was slightly lower than those workers not promoted.
- Promoted workers tended to have slightly less relevant job experience than those not promoted, although this may be because they are younger.
- As would be expected, wages and productivity scores of workers who were promoted were higher than workers still at the firm who were not promoted.
- Interestingly, the respondents felt they could not distinguish between the promoted workers and the nonpromoted workers at the time of the hire in terms of expected productivity. The median response to the questions about expected productivity when these workers were hired was ninety for both the promoted workers and the nonpromoted workers.
- Little difference was found between the promoted workers and the nonpromoted workers for the characteristics of vocational education in a speciality relevant to the job, referral source, receipt of a subsidy for hiring or training, or military experience.

A smaller percentage of the seminar participants provided data on a voluntary resignation (n = 26; 48 percent), a layoff (n = 13; 22 percent), or a discharge (n = 24; 44 percent). Examination of the frequencies of the responses also provides impressionistic evidence. Some of these impressions were as follows:

- The individuals who resigned tended to be females, to be younger, to have more education, and to have fewer years of relevant job experience than individuals who had been laid off or fired.

- There did not seem to be differences amongst the groups in terms of race, vocational education, referral source, receipt of a hiring/training subsidy, military experience, or months at the firm prior to separation.

- When compared to discharged individuals, the persons on layoff had similar characteristics, except they tended to be slightly younger and have slightly more relevant job experience.

- At the time of separation, the median reported hourly wage rates for the individuals who voluntarily resigned, who were on layoff, and who were discharged were $4.75, $4.50, and $5.25 respectively. Median "productivity scores" two weeks before separation were 75, 70, and 50 respectively. Thus, laid off workers tended to have more relevant job experience, higher productivity, and lower wage rates than persons who were discharged.

- Again, the employers claimed not to have been able to distinguish between the three individuals at the time of hire in terms of their expected productivity.

The next chapter of the report presents the results from estimation of various models to explain the employability ratings of the applicants.

4. MODELS OF EMPLOYABILITY RATING FROM APPLICATIONS

4.1 Theory

As Bishop, Barron, and Hollenbeck (1983) suggest, to a potential employer, the "true" present value of labor services offered by a new employee is a random variable, V. The employer has each job seeker fill out an application form which is screened to obtain a set of information about the job seeker, I. The set of information is then summarized by a screening index of qualifications, S(I), and a reservation screening index is derived, S^*. Only individuals with a screening qualification index exceeding the reservation screening index are offered an interview.

The research attempts to determine the model underlying the summary of information into the screening index (i.e., the S(I) function). As described previously, each respondent was presented with several applications and asked to rate the applicants on a scale of 0 to 200. To attempt to standardize the ratings to the firm's hiring standards, the following directions were given:

> For a job similar to the one described above, assume--
>
> - 50 points represents the worst applicant you ever hired (as perceived at the time of hiring, NOT what the new hire's performance actually turned out to be),
>
> -100 points represents the average applicant you hire,
>
> -150 points represents the best applicant you ever hired (as perceived at the time of hiring, NOT what the new hire's performance actually turned out to be).

The index is not intended in any way to measure an applicant's absolute employability, but it is a relative measure to be used to compare more than one applicant for the same job description.

What determines how an employability rating is set? Human capital theory suggests that an individual's productivity is determined by their human capital, defined as prior work experience, education, and/or vocational training. The more or the "better" the human capital, the higher would be the productivity an individual would exhibit, and thus, the higher the employability. The domain of the research reported here has been limited to noncollege-bound youth seeking an entry-level career position. For this group, human capital is limited to job experience in part-time or summer jobs, and secondary or postsecondary education, which may include vocational training. Human capital theory would suggest that employers could distinguish between job applicants who were very similar--for example, same educational attainment, similar grades--by examining work experience patterns. The fact that employers reported that "specific job duties" was one of the two most important items in assessing applications supports the human capital approach.

An alternative theory, which may be referred to as a screening or signaling theory (Arrow 1973; Spence 1972, 1973) suggests that productivity is not determined by human capital, but rather by inherent traits or talents of individuals. Furthermore, these talents are inversely related to the costs of schooling or private training, so that employers can use wages to provide incentives for the most talented individuals to acquire the most schooling. Then the level of schooling can be used as a signal of underlying traits.

A variant of this theory, which might be entitled job rationing or queuing theory (Thurow 1969), posits that productivity is embedded in the job, and that schools and work experience serve to sort out potential job applicants. In other words, learning and training take place on the job, so that the function of schools is simply to screen individuals, and not to impart

human capital. Presumably, individuals who achieve higher levels of education are valued because they will be more easily trained and will be rationed into "best" jobs. An implication of the signaling and queuing theories is that employers screen applications on key fields, such as having a high school diploma, or having any postsecondary education, while other characteristics of the applicants have little bearing on their employability rating.

The models estimated below stem from a theoretical perspective which is a combination of the human capital and signaling theories.* The theory suggests that employers believe that an applicant's true productivity, V, is determined by a set of attributes, some of which are observable and some of which are not. Denote these two sets as A_O and A_N. Then the following equation determines productivity:

(1) $V_{ij} = f(A_{Oi}, A_{Ni}, K_j)$

where V_{ij} is the productivity of the ith individual in firm j's job

A_{Oi} are i's observable attributes that determine productivity

A_{Ni} are i's nonobservable attributes that determine productivity

K_j are characteristics of firm j that may affect productivity such as capital stock, age, firm size, and so forth

The personnel function in a firm is to observe applicants and predict their potential productivity. This is done by calculating an index which is the expectation of productivity conditional on A_{Oi}, A_{Ni}, and K_j, or

(2) $S(I) = E(V_{ij}|A_{Oi}, K_j, A_{Ni})$.

(It is assumed that productivity measures can be scaled from 0 to 200.)

The problem is that <u>signals</u> need to be developed for the A_{Ni}. For example, neatness on the application form is taken to be a signal of having a good attitude or being neat and careful. Location or reputation of a school

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*Spence (1981) presents a simple, theoretical model that achieves this combination.

is taken to be indicative of how well trained an individual is or how disciplined the individual is, or as a proxy for location of residence, which might be an indicator of socioeconomic status.

But firms, and more importantly, the personnel staffs within firms vary with respect to what they consider to be relevant proxies and the importance or weight put on each proxy. There is a natural feedback loop operable in firms that is exhibited in figure 2.

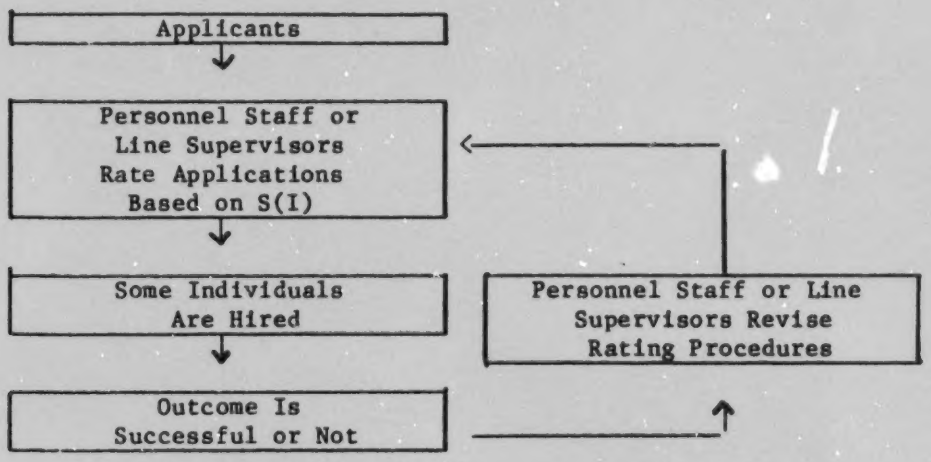
Applicants
Personnel Staff or Line Supervisors Rate Applications Based on S(I)
Some Individuals Are Hired
Outcome Is Successful or Not
Personnel Staff or Line Supervisors Revise Rating Procedures

Figure 2. The personnel feedback loop in firms

This figure demonstrates that various candidates file applications for an opening. The personnel staff or line supervisors review those applications and on the basis of their current S(I) function (employability assessment), they recommend certain applicants over others. These applicants are hired and turn out to be successful or unsuccessful matches for the firm. Based on these outcomes, the raters may alter their particular screening mechanisms. The upshot of this argument is that the nonobservable characteristics are proxied according to the following function:

(3) $A_{Nik} = g_{jk}(C_i) + e_{ijk}$

where g_{jk} is the signaling function of the k-th rater at firm j

C_i are the proxy characteristics of the i-th applicant

e_{ijk} is an error term

Substituting (3) into (2), we find the following:

(4) $S(I) = E(V_{ij}|A_{Oi}, K_j, g_{jk}(C_i) + e_{ijk})$

The A_{Oi} in equation (4) are the human capital variables; the C_i are signaling characteristics such as application neatness, eligibility for TJTC, race, location of high school, reason for leaving previous employer, and so forth.

In addition to the theoretical considerations concerning the employability ratings, there are issues to be addressed in considering the effects of certain variables. For example, Bishop (1983) found that vocational training improved the productivity of a worker and reduced training time only when such training was relevant to the job. Vocational training that is not relevant, in fact, was counterproductive. The question remains of whether employers consider negatively high school or postsecondary programs and prior work experience that are not directly related to the job in their employability assessments. If so, by how much?

Similar types of questions include how employers react to the quality of a school, or its reputation, and how they react to the reputation of a previous employer. In the discussion sessions during the seminars, several employers did note that such distinctions were made. Such comments were made as, "A C- from school 'x' is just a good as an A- from school 'y'." Several studies have attempted to examine the relationship between quality of schooling and earnings or wage rates. Johnson and Stafford (1973) found that a 10 percent increase in school expenditures per student increases the annual

return to schooling by close to 2 percent. Wachtel (1974) found similarly strong effects in data in which student test scores were available as well; the correlation between expenditures and test scores was also quite high. Wise (1975) found strong effects of school quality on earnings and even on dates of advancement of workers in a large firm.

The Targeted Jobs Tax Credit (TJTC) is a program designed to subsidize the employment of disadvantaged workers. Because it is a subsidy and because of its limited eligibility, theory suggests that employers will tend to substitute eligible applicants for noneligible applicants in their hiring decisions. Furthermore, theory suggests that firms will expand total employment at their establishments because of the tax credit.* Burtless and Cheston (1981), however, found that being eligible for TJTC stigmatizes workers and causes them to be at a disadvantage in the labor market. Furthermore, firms tend to avoid participation because of paperwork and auditing burdens.** In the models reported here, we will test these competing hypotheses with the Columbus data.

A final question of interest is the effect of the source of referral to an employer on the assessment of a job seeker's application. Bishop, Barron, and Hollenbeck (1983) have shown a strong proclivity on the part of employers to rely on informal methods of referral, such as friends or current employees in hiring decisions. Furthermore, that study shows that workers hired through informal channels had higher productivity and required less training time than similar workers on the same job but hired through formal sources such as the job service, schools, or private employment agencies. In the Columbus data,

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*The U.S. Treasury Department, in fact, testified against a continuation of the TJTC because its factor distortion tends to cause substitution toward less efficient labor away from more efficient capital.

**The fast service food industry is a notable exception.

one of the items that was part of the application form was whether the applicant had friends at the firm. We will use this variable to test its affect on employability ratings.

4.2 Empirical Results

The models that were estimated in the first stage of the analysis come directly from (4) and are as follows:

$$(5)\quad S(I)_{ijk} = a_1 + b_1X_j + b_2Y_i + b_3Z_k + b_4Y_iZ_k + e_{ijk}$$

where $S(I)_{ij}$ = hiring index scores for ith individual by application rater k in firm j

X_j = characteristics of firm j

Y_i = characteristics of applicant i

Z_k = personal attributes of person k doing rating for firm j

Note that the Z_k variables enter the model directly and also interacting with applicant characteristics. The interactions result from the process of raters observing hiring outcomes that reinforce their choice of signals or cause them to alter those proxies. The additive terms will test whether there are independent effects of the raters' personal characteristics on the ratings.

As described in previous chapters, two job descriptions were used for each of three occupations, so the universe of responses could be categorized as follows:

	Occupations		
Job Descriptions	Clerical	Retail	Machine Trade
#1: Less responsibility	A	B	C
#2: More responsibility	D	E	F

Not all applications were seen by all employers. A total of fifty-six employers participated, and each rated about thirty-five applicants, so the total sample size for estimating (5) was approximately 1,960 (actual n=1,911). All applications were rated by more than one employer. In all, there were 156 different applications reviewed by employers, implying that each was seen an average of twelve times. The models were run for the total sample (A + B + C + D + E + F), for each job description (A + B + C; D + E + F), and for each occupation (A + D; B + E; C + F).

4.2.1 Total Sample Results

The parameter estimates for the model estimated by using the total sample are presented in table 7. The table defines each variable in the model, and provides the parameter estimates and their standard error. The model fit quite well with an R^2 of .3833 and F(45, 1865) of 25.76, significant at better than the .01 level. Two variables were entered into the equations to control for spurious effects from the design of the project. The seminars were held at the National Center for Research in Vocational Education and were led by two different individuals. To control for differences in the ratings that may have resulted from different verbal instructions, a dummy variable was added to the regression which was set to 1 for observations when one individual was the leader and 0 for the other observations. Indeed, this variable turned out to be highly significant. Furthermore, since each employer was asked to rate about thirty-five different applicants, this repetitive procedure may have resulted in the respondents tiring and thus relaxing (or tightening) their judgments. To test this hypothesis, the sequence number (1-35) of the application was put in the model, but it was essentially zero.

TABLE 7

PARAMETER ESTIMATES FOR A MODEL OF EMPLOYER HIRING INDICES, FULL SAMPLE

Variable	Estimate	Standard Error of Estimate
Intercept	- 1.85	9.30
APPLICANT CHARACTERISTICS		
High School Experience		
Attended Wehrle High School (Parochial)	2.71	1.68
Attended Upper Arlington High School (Suburban)	1.77	1.66
Grade point(4=A-, 3=B-, 2=C-)	5.08***	.86
Relevant major/program	4.97**	2.05
Cooperative education program participation	6.19***	2.22
Occupational work experience program	2.86	3.03
High school graduate	17.57***	2.64
Postsecondary Experience		
Attended Columbus Business School (private)	5.55**	2.48
Attended a postsecondary school	- 9.71**	3.78
Completed a postsecondary program	10.64***	3.23
Grade point (4=A-, 3=B-, 2=C-)[a]	4.44***	1.44
Relevant major/program	9.84***	2.41
Work Experience		
Held at least one job	12.23***	3.12
Number of prior jobs	- .30	.46
Number of months of prior work	- .01	.06
Held only public jobs	2.78	4.46
Held a relevant job	6.79***	1.68
Number of quits[b]	- 2.49***	.47
Gaps in employment record	- 2.35	1.80
Skills and Other Characteristics		
Typing speed (words/minute)[c]	.76***	.09
Eligible for TJTC	- .25	1.57
Referred by friends at firm	- .43	1.36
Number of spelling errors on application	- .01	.55
Application filled out in sloppy handwritting	10.27***	1.49
FIRM/JOB CHARACTERISTICS		
Firm Characteristics		
Firm has a formal probationary period	- 8.33	2.02
Difficulty of firing[d]	1.11	1.87
Percentage of new hires for which reference checks are performed	- .05**	.02
Typical number of interviews to fill an opening	.18***	.06
Size of firm (number of full-time employees)	.02	.45

TABLE 7 --Continued

Variable	Estimate	Standard Error of Estimate
Job Characteristics		
Hours of training given to typical new employee	.014**	.008
Firm provides mostly general training[e]	- 5.86***	1.95
Typical starting wage (in dollars)	- 3.31***	.66
Cost of most expensive machine which new employee works on[f]	2.33**	1.13
Clerical applicant	- .32	2.83
Retail applicant	- 2.90	2.75
Higher level of responsibility in job description	- 4.57**	1.97
RATER CHARACTERISTICS		
Male	11.77***	1.58
Black	16.93***	2.47
Staff member of personnel department	6.48**	1.98
Has or shares hiring authority	- 3.57*	2.07
College graduate	.67	1.51
Age (in years)	.02	.09
Age greater than 45	2.91	2.75
OTHER		
Seminar leader	11.94***	2.20
Sequence number	.08	.14
R^2	.3833	
n	1911	
Mean of dependent variable	78.95	

[a] Set to mean for nonattendees.
[b] Possible reasons were "quit," "was laid off," "left for better job," "was temporary job," "went back to school," or "left to look for full-time job."
[c] Set to mean for machine trades applicants.
[d] Variable = 1 if employer reports "a great deal" or "some" documentation or paperwork required to discharge one employee; 0-otherwise.
[e] Variable = 1 if "all--95-100%" or "most--61-94%" of skills learned by new employees are useful outside the company; 0-otherwise.
[f] Categorical variable from small to large.

* Significant at < .10.
** Significant at < .05.
*** Significant at < .01.

4.2.1.1 Applicant characteristics. Among the facts given on the application to describe the candidates' high school experience, the following were statistically significant determinants of the employer hiring index:

- High school graduate (positive influence)
- Grade point average (+)
- Having a relevant major/program (+)
- Participating in a cooperative education program (+)

Having a high school diploma is the single most important explanatory variable in the model; its importance, of course, is not unexpected. Not only did participation in cooperative education programs show up with a statistically significant positive effect in the models, but also in the qualitative data reported below, numerous favorable comments were made. From the estimates reported in table 5, it can be seen that if the program was relevant to the job, the combined effects of having participated and relevance of the high school program are about as powerful as the job experience variable. It is interesting to note that employers seemingly distinguished between co-op programs and occupational work experience. Having participated in the latter was not significant in the model.

The postsecondary school attendance variables are somewhat complicated to interpret. All of the variables entered in the model were statistically significant, but the negative sign on the attendance variable complicates the interpretation of the effects. Since that variable is unity whether the individual completes a program or not, the total effect for an individual who does complete is .93 (computed from 10.64 - 9.71). The following table attempts to provide some interpretation for the set of postsecondary school attendance variables:

If the Applicant:	Then the Total Marginal Effect on Employability Is:
- Completes a relevant program at Columbus Business School	16.32
- Completes a relevant program at another postsecondary institution	10.77
- Completes a course of study at Columbus Business School, but looks for a job outside the major	6.48
- Completes a course of study elsewhere and looks for a job outside the major	.93
- Takes a relevant program at Columbus Business School, but does not complete it	5.68
- Takes a relevant program elsewhere, but does not complete it	.13
- Attends Columbus Business School, but does not complete a program, and looks for a job outside the major	- 4.16
- Attends another postsecondary institution, does not complete a course of study, and looks for a job outside the major	- 9.71

Together with the large and significant variable of having some job experience, the number of jobs held, gaps in employment record, and number of quits are significant covariates of the hiring index variable and confirm expected patterns. Having any job experience is highly valued, but the number of jobs has a negative effect on the hiring index, as does the existence of a gap (defined here to mean at least one month without any part- or full-time employment) and the number of quits. As shown in table 2 of chapter 2, the applicants for job description #1 sometimes had up to ten prior jobs; so therefore, the number of jobs variable may be skewed by a few observations with a very large number of prior jobs. To test this hypothesis, we added a spline variable to the model that was the maximum of 0 and the number of jobs minus 3. This variable added slightly to the R^2 and had a negative (but not significant) sign. The fact that the knot at 3 was chosen arbitrarily and that the variable was insignificant caused it to be omitted from the preferred model.

Typing speed is a highly significant determinant of employability. Noting that this variable was defined as words per minute, it can be seen from table 7 that an increased typing speed of seven words per minute can offset a full grade point in high school (a C- student will be rated equally to a B- student).

In the preparation of the handwritten job applications, spelling errors and variability in neatness were introduced systematically. At random, zero to seven spelling errors were introduced and half of the handwritten applications were written sloppily.* As seen in the table, the spelling variable is not a significant factor in the ratings, but the neatness variable is highly significant.

Applicant characteristics that had essentially no effect on the hiring index were having friends at the firm, being eligible for TJTC, and having all prior job experience at public institutions.

4.2.1.2 Firm/job characteristics. Several variables pertaining to the firm or job were entered into the model. Most significant among these variables were the firms' personnel policies, the amount of training, whether training for the entry-level worker at the firm was mostly general in nature, and the starting wage. The sign of the coefficient on the general training variable was anticipated since employers will want to be careful about hiring individuals who will have a propensity to stay with the firm if most of the training is general, that is, portable.

The personnel policy variables that turned out to be significant were whether the firm had a formal probationary period, percentage of new hires for

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*The variables were set to sample mean values for the printed applications.

which reference checks are made, and the typical number of interviews made to fill an opening. The a priori expectations about the sign of the probationary period were ambiguous. One theory suggests that if firms have a probationary period, they can afford to be less careful in their scrutiny, since they would be backed up by evaluations during the probationary period. The negative sign implies that this theory is dominated by an alternative explanation. The fact that the firm has a probationary period at all indicates that it tends to be careful, and thus care is exercised along two dimensions--in its hiring standards and with probationary periods for new employees. The interpretation on the reference check variable is identical. Reference checks are not used to substitute for careful scrutiny of an application, but rather indicate that a firm has a overall cautious attitude in its hiring practices. In the positive and significant sign of the number of interviews per opening variable, there is an indication that firms use the number of interviews (i.e., the amount of extensive search at the interview stage, see Bishop, Barron, and Hollenbeck 1983) to substitute for careful scrutiny (intensive search) at the application stage.

The highly significant negative sign on the starting wage variable is expected since it indicates that the higher the starting wage, the more careful is the employer in hiring.

Other firm or job characteristics reported in the table include whether a lot of paperwork is involved in dismissing an employee, whether the position is in a clerical occupation or in a retail occupation, the amount of responsibility in the job description, the number of hours of training received by the typical entry-level employee, the size of the firm, and the cost of the most expensive equipment used by the typical new employee. The theory behind the paperwork variable is that the more difficult it is to discharge a worker, the

more careful the employer will be in screening applicants; however, the parameter estimate is insignificant.

The level of responsibility inherent in the job description had a significant (at the 10 percent level) impact on ratings. The applications for the job descriptions that had more responsibility were rated lower, indicating that employers set higher standards for filling these jobs.

Finally, the coefficients on the employment size of the firm and occupation variables were not significant.

4.2.1.3 Personal characteristics of the respondent. Four of the seven variables in the model describing personal characteristics of the employer attending the seminar were highly signficant. Males and blacks rated the applicants higher than their female and nonblack counterparts. (Recall that the applicants were assumed to be black.)

As might be expected, if the respondent had full or shared authority for hiring, the ratings were lower, indicating higher standards. Finally, if the respondent was in a personnel department, the ratings were higher. This suggests that personnel staff may view their role as bringing in a number of applicants to the firm in order to present line supervisors a broader choice, whereas line supervisors are more careful and have higher standards.

The educational attainment and age of the rater were statistically insignificant.

The size and significance of the race, sex, position and hiring authority variables indicate that there were scaling effects apparent in the data despite our attempts to standardize the scale to the firm's previous hiring standard. The results of statistical methods to purge these scaling effects are reported in a later section. Next we consider whether there were statistical interactions between applicant and rater characteristics.

4.2.1.4 Interaction effects between rater and applicant. As presented above, there is a theoretical basis for expecting interaction effects in the model. Several alternative specifications of the model presented in table 7 were estimated to test for some of those interactions. In particular, the potential signaling variables were thought to be the specific high school, participation in a cooperative education program, spelling errors on the application form, and sloppiness of the application form.

In the first specification, the specific high schools were interacted with the race, position, and hiring authority of the rater. The parameter estimates of these interactions were as follows:

Respondent Characteristic	Wehrle (parochial)	Upper Arlington (suburban)	Main Effect
Black	- 7.62	.50	18.50***
Personnel staff	- 3.13	- .95	7.34***
Has hiring authority	2.65	7.12*	- 5.76**
Main effect	2.58	- 3.26	

Note: *, **, *** Significant at the < .10, < .05, < .01 level.

The most noteworthy result to emerge is the interaction between having hiring authority and attendance at the (well-reputed) suburban school. Other things being equal, the main effect of attending that high school is negative, but if the rater has hiring authority, there is a strong positive signal.

Next interactions between the cooperative education program and position and hiring authority were tested. Interestingly both interactions were significant and "drove" the main effect of being a cooperative program participant to insignificance. The results of these estimates were as follows:

Respondent Characteristic	Co-op Program	Main Effect
Personnel staff	5.62**	5.02**
Hiring authority	5.98**	- 5.00***
Main effect	- .50	

Note: *, **, *** significant at the < .10, < .05, < .01 level.

This is a positive result for cooperative program advocates because it indicates that the cooperative education programs are well known and well thought of by individuals in key hiring positions.

The final interactions tested were between rater characeristics and number of spelling errors and application sloppiness. The estimates for these models are as follows:

Respondent Characteristic	Number of Spelling Errors	Sloppy Application	Main Effect
Male	2.48**	5.63	9.18***
Black	- .51	- 6.77	18.51***
Personnel staff	.12	- 8.44**	8.01**
Hiring authority	- 2.98***	- 3.97	- 1.07**
Age $\geq$ 45	- .21	- 4.90	3.81
College graduate	.59	1.13	- .01
Main effect	1.07	- 4.57	

Note: *, **, *** significant at the < .10, < .05, < .01 level.

The sloppy application variable mostly affects the personnel staff, which might be expected since these individuals review numerous applications and need signals in order to screen them quickly. It is interesting that the number of spelling errors variable has a rather weak main effect, but individuals with hiring authority tend to rely on it as a signal. This may occur because the majority of respondents were individuals hiring clerical employees, where spelling is an important skill to have.

4.2.2 Alternative Job Descriptions

As described previously, two different job descriptions were used in the applicant rating exercise and, correspondingly, the applicant pools differed. Taking the clerical jobs as an example, the job description with less responsibility is as follows: 25 percent, delivers mail and messages; 25 percent, types invoices and letters; 25 percent, answers phones; and 25 percent, copies

materials. The alternative reads as follows: 75 percent, types letters, reports, charts; 25 percent, maintains files for records, invoices, correspondence. Applications for the first job description were all handwritten and came from 18-year-old high school graduates or dropouts. Twenty-year-old individuals with one or two years of postsecondary schooling and 18-year-old high school graduates comprised the applicants for the second group. These application forms were machine printed.

A model very similar to the one presented in the previous section was estimated for these two groups. The parameter estimates are given in table 8, with differences in the results from table 7 discussed below.

4.2.2.1 Applicant characteristics. Several characteristics concerning the applicant's high school experience are in the model. For both job descriptions, the effect of the specific high school on the hiring index was not statistically different from zero. However, high school grade point and the relevance of the high school major/program to the job were still statistically significant, as they were in the full sample. For the job with less responsibility, a high school diploma was a very important determinant of employability ployability, as would be expected. (All applicants for job description #2 had at least a high school diploma). Participation during high school in a co-op program had a large and statistically significant effect on the selection of which 18-year-old to hire for an entry-level job. Interestingly, participation in an occupational work experience program also had a large and significant effect (unlike the full sample results). These characteristics of one's high school career continued to have a positive effect on rated employability for the somewhat higher-entry-level job for both 18- and 20-year-olds. However, the size of the effects were smaller and they were not statistically significant.

TABLE 8

PARAMETER ESTIMATES FOR A MODEL OF EMPLOYER HIRING INDICES, BY JOB DESCRIPTION TYPE

Variable	Job Description #1 (Less Responsibility)		Job Description #2 (More Responsibility)	
	Estimate	Standard Error	Estimate	Standard Error
Intercept	14.01	15.30	16.63	12.78
APPLICANT CHARACTERISTICS				
High School Experience				
Attended Wehrle High School (Parochial)	2.70	2.41	- 1.16	2.91
Attended Upper Arlington High School (Suburban)	1.63	2.34	- .00	2.60
Grade point	4.37**	1.15	6.84***	1.55
Relevant major/program	12.41***	4.75	7.15**	2.88
Cooperative education program participation	8.90*	4.93	3.71	3.33
Occupational work experience program	14.21**	6.24	2.77	4.25
High school graduate	11.46***	3.32	--	--
Postsecondary Experience				
Attended Columbus Business School (private)	--	--	7.44**	3.05
Attended a postsecondary school	--	--	-15.79***	4.47
Completed a postsecondary program	--	--	14.17***	3.77
Grade point[a]	--	--	5.14***	1.68
Relevant major/program	--	--	14.89***	2.81
Work Experience				
Held at least one job	3.60	6.90	4.57	7.00
Number of prior jobs	- .49	.46	2.60	1.81
Months of prior work	- .13	.22	- .05	.08
Held only public jobs	5.71	6.65	- .42	6.42
Held a relevant job	6.46***	1.97	4.05	3.27
Number of quits[b]	- 2.74***	.46	--	--
Gaps in employment record	- 4.78	3.02	2.94	4.26
Skills and Other Characteristics				
Typing speed (words/minute)[c]	.55***	.14	.91***	.14
Eligible for TJTC	1.23	2.09	- 1.45	2.35
Referred by friends	- .67	1.95	- .41	2.29
Number of spelling errors	.09	.54	--	--
Sloppy application	-10.60***	2.07	--	--
FIRM/JOB CHARACTERISTICS				
Firm Characteristics				
Firm has formal probationary period	-11.37***	2.80	- 6.93**	2.99
Difficulty of firing[d]	1.26	2.63	1.78	2.75
Percentage of new hires for which reference checks are made	.00	.03	- .10***	.03
Typical number of interview/openings	- .01	.08	.40***	.08
Size of firm	2.85***	.62	2.60***	.68

TABLE 8--Continued

Variable	Job Description #1 (Less Responsibility)		Job Description #2 (More Responsibility)	
	Estimate	Standard Error	Estimate	Standard Error
Job Characteristics				
Hours of training	.03***	.01	- .01	.01
Firm provided mostly general training[e]	4.37*	2.65	-15.92***	2.96
Typical starting wage	- .92	.89	- 5.52***	.99
Cost of most expensive machine[f]	1.37	1.89	2.93*	1.67
Clerical applicant	- 4.76	4.03	4.30	4.16
Retail applicant	- 4.71	4.10	2.31	4.10
RATER CHARACTERISTICS				
Male	15.85***	2.15	8.79***	2.37
Black	9.37***	3.41	22.31***	3.68
Staff member of personnel	- 8.16***	2.71	22.11***	2.99
Has/shares hiring authority	- 5.42*	2.80	- 2.62	3.14
College graduate	3.97*	2.05	- 2.26	2.27
Age (in years)	.05	.12	- .07	.13
Age 45 or older	- 6.93*	3.83	13.25***	4.09
OTHER				
Seminar leader	5.11*	3.00	18.59***	3.32
Sequence number	- .08	.20	.23	.21
R^2	.4151		.3546	
n	867		878	
Mean of dependent variable	67.09		87.50	

[a] Set to mean for nonattendees.
[b] Possible reasons were "quit," "was laid off," "left for better job," "was temporary job," "went back to school," or "left to look for full-time job."
[c] Set to mean for machine trades applicants.
[d] Variable = 1 if employer reports "a great deal" or "some" documentation or paperwork required to discharge on employee; 0-otherwise.
[e] Variable = 1 if "all--95-100%" or "most--61-94%" of skills learned by new employees are useful outside the company; 0-otherwise.
[f] Categorical variable from small to large.

* significant at < .10
**significant at < .05
***significant at < .01

Prior job experience variables have different effects on employability ratings when disaggregating by job types from their effects in the full sample. Having any job experience is not significant for either job description. Neither the number of jobs (nor the spline on number of jobs) is significant, although they do have the expected negative sign for the lower level job, which allowed up to ten prior jobs. Total months of work experience is also not significant. The number of quits is negative and significant for job description #1; but was not in the model for job description #2, since that reason for leaving was not used on the application. The relevance of the prior job experience had a positive influence which was extremely important for the lower-level job, but, while positive, was not statistically significant for the higher-level. Gaps in the employment history had a negative effect for the lower-level job, but essentially no effect on the job with more responsibility. It is interesting to note that sloppiness of the job application was highly significant and virtually offset having a high school diploma for job description #1.

Eligibility for TJTC and having friends at the firm were not statistically significant in either sample.

The job description for the higher level clerical position required more typing than the description for the lower level, so it is as expected that the coefficient on typing speed is greater in the ratings for that position. But the coefficient is still highly significant for both job description types.

4.2.2.2 Firm/job characteristics. The two occupational variables are both positively related to employability ratings for the higher level job, but negatively related for the lower-level job. The omitted occupation is machine trades, so the interpretation of these coefficients is that the applicant pool

used for the higher-level jobs was more suited to the job descriptions for clerical and retail jobs than for machine trades. Or conversely, the higher level job description for machine trades involved a bigger differential in skills from the lower-level one than did the other occupations.

The probationary period variable was highly significant and negative for both job descriptions, although its marginal effect on the ratings was much greater for job description #1. This implies that firms that are more careful (or have higher standards) exercise particular care in hiring 18-year-old dropouts/high school graduates. The other two variables which were indicative of the firm's personnel policies--percentage of new hires that are reference checked and typical number of interviews per opening--are significant only for the higher level job. Furthermore, the negative correlation between starting wage and employability rating occurs only for the higher-level job description.

In the discussion of the model estimated over the full sample, a significantly negative effect on the hiring priority index when the job provided general rather than specific training was observed. Table 8 demonstrates that this effect emanates exclusively from the higher-level job descripton ratings. On the other hand, the total hours of training variable in the full model was positive but not significant, whereas in the disaggregated model it can be seen that this results from a strong, positive relationship for lower-level jobs, and a weak (insignificantly different from zero) negative effect for job description #2. The direction of this relationship was unexpected, as it was anticipated that more training represented a higher level of investment and thus an expected higher standard for hiring. But apparently, this sample of employers felt that, at the margin, their training could make up for other deficiencies in the applicants.

The firm size effects are also quite different between the two job descriptions. For job description #2 (more responsibility), the larger the firm, the higher (tougher) the standards and so the parameter estimate is negative. It is vice versa for job description #1, where size has a significant positive influence on employability.

The cost of the most expensive machine which the typical new employee uses (inexplicably) has a positive influence on employability for job description #2, but is insignificant for job description #1, as is difficulty of firing in both job descriptions.

4.2.2.3 Personal characteristics of the respondent. The sex and race of the respondent were significant and exhibited similar effects on the hiring scores for both job types. More interesting are the facts that being a staff member in a personnel department had opposite and significant effects on the ratings for the two job types. Age and education also had opposite effects although not significant. An explanation for the former is that personnel staff make less distinction between job descriptions than line supervisors or management, but are more careful in examining individual characteristics. Since the general "quality" of the applicant pool was much higher for the second job description, the personnel staff members rated them much higher than the applicants for the first job description.

Having hiring authority implied a more negative rating for both job descriptions, but the effect was larger and had a higher level of significance for the job with less responsibility. Next we turn our attention to differences in the rating behavior across occupations.

4.2.3 Occupational Differences

The seminars were separated into three different occupational categories: clerical, retail, and machine trades. In table 9, the parameter estimates for the basic model of employability ratings estimated individually by occupation are presented. Employers of clerical occupations comprise the left-most set of estimates; retail occupations are in the center; and machine trades are on the right-hand side of the table.

There was insufficient variation across the respondents in the retail or machine trade seminars to allow estimates of the firm/job characteristics or personal characteristics of the rater, so these variables are omitted from table 9 for those occupations.

4.2.3.1 Applicant characteristics. All of the occupations differed slightly from each other in terms of which characteristic of the applicant's high school experience was important in explaining employability. All three had large positive coefficients on completion of high school, but the effect was not significant for retail applicants. Similarly, grade point average was a positive determinant of employability, but again not significant for retail trades. Having participated in a cooperative education program improved the employability rating for the clerical and retail jobs, but had no effect for the machine trades job.* Attending either Wehrle or Upper Arlington High Schools increased significantly the employability rating of an applicant for a retail job, but essentially did not affect either of the other two occupations. This finding supports the hypothesis that attendance at these schools is viewed by retail employers as a signal for appearance, grammar, and traits that are important in dealing with the public. These attributes are more important in retail jobs than in clerical or machine trades jobs.

*Columbus has a reputation for having a particularly strong distributive education program.

TABLE 9

PARAMETER ESTIMATES FOR A MODEL OF EMPLOYER HIRING INDICES, BY OCCUPATION

Variable	Occupation					
	Clerical		Retail		Machine Trades	
	Estimate	Standard Error	Estimate	Standard Error	Estimate	Standard Error
Intercept	22.43*	12.25	25.29	15.56	23.05*	12.97
APPLICANT CHARACTERISTICS						
High School Experience						
Attended Wehrle High School (Parochial)	1.01	2.06	12.40***	3.67	- 3.79	6.85
Attended Upper Arlington High School (Suburban)	- 1.31	2.08	7.82*	4.19	- 1.71	5.83
Grade point	5.70***	1.08	2.28	2.12	7.38**	3.12
Relevant major/program	3.82	3.02	1.10	6.04	9.01*	5.34
Cooperative education program participation	6.81**	2.99	11.30**	5.16	- 1.06	7.86
Occupational work experience program	4.37	3.87	.57	6.57	- 4.23	10.10
High school graduate	18.90***	3.39	10.17	6.36	14.64*	8.67
Postsecondary Experience						
Attended Columbus Business School (Private)	3.69	3.10	13.49**	6.67	--	--
Attended a postsecondary school	- 7.88	5.37	-27.18***	8.71	2.36	8.65
Completed program	9.40*	4.92	17.52	6.86	12.80	8.74
Grade point[a]	3.99**	1.83	.87	3.53	8.85**	3.88
Relevant major/program	11.82***	3.16	14.43***	5.55	--	--
Work Experience						
Held at least one job	12.17***	3.94	18.91***	7.17	2.59	15.09
Number of prior jobs	- .96*	.58	- .80	1.15	- 1.25	1.43
Months of prior work	.03	.07	- .06	.12	.52	.79
Held only public jobs	4.33	5.66	9.82	10.34	- 1.06	11.90
Held a relevant job	6.45***	2.26	5.96	4.24	14.48***	5.50
Number of quits[b]	- 2.48***	.64	- 2.13**	1.01	- 2.36*	1.37
Gaps in employment record	- 1.66	2.21	- 6.92	4.30	4.21	10.56
Skills and Other Characteristics						
Typing Speed	1.12***	.10	.31	.22	--	--
Number of Machines	--	--	--	--	.01	.06
Eligible for TJTC	.55	1.99	- 2.89	3.75	3.03	4.61
Referred by friends	.21	1.67	- 4.04	3.14	1.26	5.93
Number of spelling errors	- .07	.71	- 1.51	1.26	.30	1.67
Sloppy application	-12.99***	2.41	- 6.12	4.92	- 4.61	7.33

TABLE 9--Continued

Variable	Occupation: Clerical Estimate	Clerical Standard Error	Retail Estimate	Retail Standard Error	Machine Trades Estimate	Machine Trades Standard Error
FIRM/JOB CHARACTERISTICS						
Firm Characteristics						
Formal probationary period	15.14***	3.65	--	--	--	--
Difficulty of firing[c]	-12.65***	2.74	--	--	--	--
Percentage reference checks	- .19***	.03	--	--	--	--
Typical number of interviews/opening	.96***	.18	--	--	--	--
Size of firm	- 2.65***	.66	--	--	--	--
Job Characteristics						
Hours of training	- .00	.01	--	--	--	--
Firms providing general training [d]	-23.79***	3.46	--	--	--	--
Typical starting wage	- 3.69***	1.13	--	--	--	--
Higher level of responsibility	- 6.65***	2.53	4.56	4.67	- 5.03	6.27
RATER CHARACTERISTICS						
Male	1.50	2.21	--	--	--	--
Black	22.57***	2.73	--	--	--	--
Staff member of personnel	5.98**	2.45				
Has/shares hiring authority	- .64	2.59	--	--	--	--
College graduate	11.51***	2.27	--	--	--	--
Age (in years)	.01	.12	--	--	--	--
Age over 45	-20.87***	3.75	--	--	--	--
OTHER						
Seminar leader	10.50**	4.34	--	--	--	--
Sequence number	.09	.18	--	--	--	--
R^2	.4701		.2637		.3617	
n	1122		487		302	
$\bar{Y}$	81.71		71.22		81.13	

[a] Set to mean for nonattendees.
[b] Possible reasons were "quit," "was laid off," "left for better job," "was temporary job," "went back to school," or "left to look for full-time job."
[c] Set to mean for machine trades applicants.
[d] Variable = 1 if employer reports "a great deal" or "some" documentation or paperwork required to discharge one employee; 0-otherwise.

* Significant at the .10 level.
** Significant at the .05 level.
*** Significant at the .01 level.

Two characteristics of the applicant's postsecondary school experience affected his/her employability rating. Except for machine trades, having a relevant major in postsecondary school had a positive influence on employability. The applicant's grade point average in postsecondary schools had a significant influence in the clerical and machine trades occupations, but no influence in the retail trade job. Again, retail employers examined the reputation of the school as indicated by the significant coefficient for Columbus Business School. Whether the applicant attended Columbus Business College, however, was not significant for the clerical job.

Certain aspects of prior job experience were important determinants of employability ratings. Having had a job had a positive influence on the hiring priority index for all occupations, but the effect was significant for only the clerical and machine trade positions. If the job was related, the effect was statistically significant for the clerical and machine trades jobs. Employers do pay attention to the "reasons for leaving" information on applications as witnessed by the significance of the variable, "number of quits" in all three occupations. The amount of previous experience is a direct correlate with employability in the clerical and machine trades models, although neither coefficient on number of months of work experience were significant.

The attributes of having held jobs only in the public sector and having gaps in the employment records were not important for any occupation.

As might be expected, typing speed was a highly significant variable for clerical jobs. For two otherwise identical individuals, being able to type fifteen words per minute faster gives an applicant an advantage of over 17 points, which is approximately 20 percent of the mean rating for that occupation. Typing speed was almost significant for the retail employers, but the

size of the effect was only about one-quarter of what it was for clerical jobs. Typing speed was not provided on the application for a machine trades job, but rather a list of machines with which the applicant could operate was given. The list of machines was as follows:

- Lathe
- Grinder
- Drill press
- Milling pachine
- Boring pill
- Saw
- Shaper

The variable "number of machines" is used in machine trades analysis, and turned out to be positive, but not significant.

Being eligible for a targeted jobs tax credit was not significant in any of the models, nor was having friends at the firm.

4.2.3.2 Firm/job characteristics. As noted above, the group of clerical occupation seminars was the only one with enough respondents to estimate reliably the influence of either firm/job characteristics or personal characteristics of the rater on employability. With respect to the firm, perhaps the most striking result is the size and strength of the general training variable. It is clear from this estimate that employers are very careful in their hiring decisions when most or all of the skills that are taught on the job are transferable. As in the models previously discussed, the difficulty of firing, percentage of time reference checks are made, number of interviews/openings, the starting wage, and the probationary period variables are all statistically significant, but the sign on the probationary period variable has become positive. More responsibilities in the job description causes a significant reduction in the ratings.

4.2.3.3 Personal characteristics of the respondent. As with the previous models discussed, race, being a staff member of a personnel department, and age were significant explanatory variables in the clerical equation. The educational attainment of the rater was also a positive and significant factor, which the models previously discussed. Finally, hiring authority was negative and sex was positive, but they were not significant factors.

4.2.4 Transformation of the dependent variable to remove scaling effects

The dependent variable for the analyses reported in the previous sections is an index number from a scale of 0 to 200. The instructions noted that scores of 50 and 150 represented the scores that the respondent would have assigned to the worst and best individual hired by the firm into that job at the time of hire. Furthermore, 100 represented the score for the average hire. Nevertheless, this "hiring priority index" is a variable metric that depends on the particular standards of the firms and, as shown in the analysis, on the characteristics of the respondent.

To address this scaling effect, the models were reestimated using as the dependent variable, a Z-transformation of the hiring priority index. In general, R^2's rose slightly and the signs and significance of the parameter estimates on the applicant characteristics remained approximately the same. The stability of the results tends to confirm the analysis; the significance and signs of the applicant characteristic effects do not result spuriously from alternative scaling by the respondent. The precise estimates from these models are available from the author.

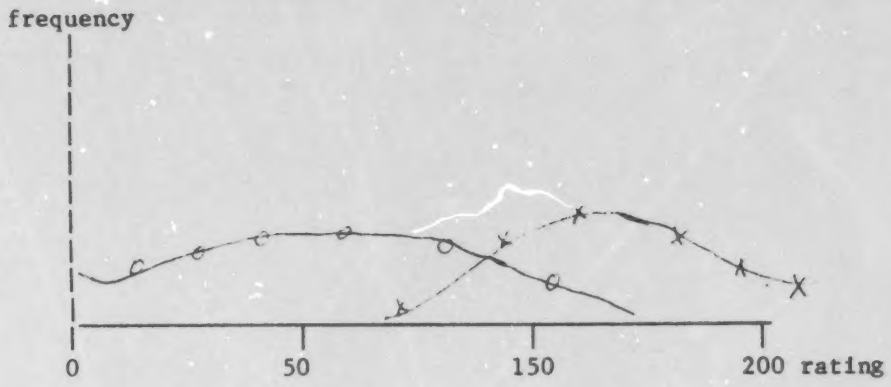

Figure 3: Different means but similar variances in ratings distributions.

Transforming the dependent variable results in model estimates that underscore the importance of certain school experience and work experience variables in explaining the hiring priority index, such as having a high school diploma, secondary and postsecondary grade point averages, participation in cooperative education programs, work experience, relevant work experience, number of quits, sloppiness of application, and so forth.

Of course, the Z-transformation does not capture systematic differences in ratings caused by certain characteristics of the job or the firm. As noted in the previous analyses, firms with probationary periods and firms where the typical new employee receives mostly general training tend to have stiffer hiring standards. In such cases, the distribution of ratings may have similar variance, but a lower mean. However, this is not captured in the transformed dependent variable models. Figure 3 depicts this situation, showing that employer 1's ratings are systematically higher than employer 2, but the variance in their ratings distribution is similar.

4.2.5 Estimates Using a Fixed Effects Model

The results in the previous sections of this chapter were estimated from the following model:

(6) $S_{ijk} = a + b_1X_j + b_2Y_i + b_3Z_k + b_4Y_iZ_k + e_{ijk}$

The variables in (6) were defined in the beginning of section 4.2 above. But the important thing for this discussion is that the subscripts index applicant i, employer j, and rater k. One of the assumptions used in the estimates is that the covariance matrix of the error term is diagonal, or in other words, the errors are uncorrelated across employers and applicants. But in fact, each application was reviewed by approximately a dozen employers and each employer reviewed approximately thirty-five applications. Thus, a better model might be as follows:

(7) $S_{ijk} = a + b_1X_j + b_2Y_i + b_3Z_k + b_4Y_iZ_k + u_i + v_j + w_{ij}$,
where u_i, v_j are error terms associated with application i and employer j (or rater k)
w_{ij} is an independent error term

An argument for decomposing the error term in (6) into three terms which include an employer component v_j is that there may be systematic, unobservable effects pertinent to the employer that are not captured in the X_j or Z_k vectors. It is assumed that these effects are distributed normally with zero mean. The case for the applicant error component is less clear, however, since the applicant data is simulated and each employer who saw a particular applicant saw the same application form. We will therefore assume that $u_i = 0$, and the model becomes the following:

(8) $S_{ij} = a + b_1X_j + b_2Y_i + b_3Z_k + b_4Y_iZ_k + v_j + w_{ij}$

To estimate the v_j, we assumed no correlation between v_j and Y_i and estimated (8').

(8') $S_{ijk} = a + b_2 Y_i + v_j + w_{ij}$.

Table 10 shows the results of this estimation over the full sample. In the far left column, the parameter estimates for the Y_i variables from a model estimated over the full sample are presented. In the center column, estimates of the following model are presented:

(9) $S_{ijk} = a + b_2 Y_i + e_{ij}$

That is, the hiring priority index is estimated over the full sample, using only the variables that vary with the applicants. As would be expected, the estimated b_2 parameters are very close in magnitude to the estimates reported in the first column (else the Y_i would be correlated with the X_j or Z_k variables).

The right-hand column represents an estimate of equation (8') by using individual dummy variables for each employer. The parameter estimates on these dummies become estimates of v_j. Nineteen of the fifty-six estimates are significantly different from 0, and the F-test of the estimates being jointly different from 0 is highly significant. The extreme rise in R^2 from column (2) to (3) indicates that most of the variance in the data can be explained by "between-respondent" variation. Furthermore, the fact that the R^2 in column (1) is only .09 points higher than column (2) indicates that the firm/ job characteristics and the employer attributes capture only a small share of that "between-respondent" variance.

The relative stability of the coefficients across the various models and the discovery of the fact that a very large share of the variance between employability ratings is explained by employer differences indicates that we

TABLE 10

ESTIMATES FROM FIXED EFFECTS MODEL

Variable	(1) Estimates in Model of Hiring Priority Index that Include Job and Rater Variables[a]	(2) Estimates in Model of Hiring Priority Index Without Job or Rater Variables	(3) Estimates in Model of Hiring Priority Index with Employer Dummies
Intercept	-13.82	- .61	N/A
Sequence Number	.03	.04	.04
Attended Wehrle High School (Parochial)	2.20	1.91	2.08
Attended Upper Arlington High School (Suburban)	1.89	2.17	2.26
High school grade point	4.98***	4.72***	5.00***
Relevant high school program	6.27***	7.67***	6.24***
Graduated from high school	17.70***	17.26***	18.45***
Cooperative educative program	5.74***	5.77***	6.03***
Attended Columbus Business College	3.61	2.53	1.91
Postsecondary grade point	3.90***	3.94***	4.31***
Relevant postsecondary program	7.45***	6.44***	7.26***
Completed program	1.84	2.32**	2.33**
Held at least one job	10.90***	10.16***	9.90***
Number of prior jobs	.45	- .47	- .38
Number of months of work experience	.02	.02	.04
Held a relevant job	6.12***	5.99***	5.95***
Held all public jobs	3.08	3.36	1.02
Number of quits	- 2.46***	- 2.40***	- 2.34***
Gaps	- 1.18	- 1.04	- .16
Typing speed	.80***	.82***	.80***
Eligible for TJTC	- .40	- .38	- .08
Referred by friend	- .67	- .32	- .26
Spelling errors	- .01	- .07	- .15
Sloppy application	-10.17***	-10.24***	-10.45***
R^2	.3687	.2941	.9252

[a]Coefficients on job/rater variables not shown.

* Significant at the .10 level.
** Significant at the .05 level.
*** Significant at the .01 level.

have derived a powerful model for explaining the effect of applicant characteristics on employability ratings from reviewing application forms and we can have confidence in the magnitudes of the effects. In the next chapter of the report, we examine the influence of interview performance on perceived employability.

5. EFFECTS OF INTERVIEW BEHAVIOR ON EMPLOYABILITY RATINGS

5.1 Introduction

As explained in chapter 2, one of the seminar activities that employers undertook was to view videotaped interviews for entry-level jobs and to provide a hiring priority index for each based on the interviews. Two sets of videotapes were viewed. In the first set, consisting of five different interviews, the job applicants had no gap in their employment records, but various aspects of interview behavior were systematically altered. The sequence of behaviors was as follows:

- No negative behavior
- Inappropriate appearance
- Inappropriate language
- Bad attitude
- Poor nonverbal behavior

In the second set (two interviews), the job applicant had a six-month gap in employment. In the first interview, an applicant had used the time productively, while in the second, the applicant had not been looking for work nor using the time productively.

The job description for the position that employers were supposedly filling was the same one used in the application ratings that had a higher level of job responsibility. The interviewees in the videotaped segments were black --a female for the clerical job and a male for the retail and machine trades jobs. The employers were shown an application and were asked to review and "score" it. They were then shown the first videotaped interview ("no gap--no negative behavior") and were asked to choose a score (hiring priority index), based on the applicant's interview performance. In addition, questions about the interviewee's preparation for a job along several dimensions were answered.

then the employers were shown the second videotape (no gap--inappropriate appearance) and asked to provide a score and to respond to the questions about job readiness. The procedure was repeated for all seven videotaped interviews.

It is important to note that an attempt was made to hold everything constant, except for the single behavioral change. For the interviews entitled "inappropriate appearance," the same script was used as in the "no negative behavior" interview, and all the behavioral mannerisms were kept the same, but the job candidates were dressed differently. In the clerical interview, the candidate wore a blouse that was unbuttoned at the neck and had on no jewelry; while in the other segments, she wore a suit and had on a necklace. In the retail interview, the candidate had on a shirt as opposed to a three-piece suit. For the machine trades interview, the candidate in the "inappropriate appearance" segment had on a three-piece suit, while he wore a shirt in all the other segments. For "poor nonverbal behavior," the applicant's appearance and the script were the same as in "no negative behavior," but the actor and actress exhibited shyness, nervousness, and poor eye contact.

In the "inappropriate language" and "bad attitude" interviews, the applicants' appearances and behavior mannerisms were the same as in the "no negative behavior" segments, but the scripts were slightly altered to convey the same information, but to add slang terms, poor diction, poor grammar in the first case, and to add references to "the man" and to make negative comments about previous employers and teachers in the second case.*

In the second set of interviews, the first job applicant explained away a six-month employment gap by saying that the time was spent in training and

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*The precise scripts are provided in appendix B.

(relevant) voluntary work, while in the second scenario, the applicant indicated that the time was spent frivolously on a "last fling" before working. All other aspects of the interview--appearance, behavioral mannerisms, eye contact, and grammar--were as identical as possible for the two interviews.

The results from the interview ratings were quite interesting. Despite the fact that the individual's training, education, and work experience were unchanged across the interviews, the interviewee's behavior/appearance significantly affected employers' responses to the question of how prepared for a job they felt the job candidates were with respect to education/training and work experience. The employers reacted quite strongly and negatively to the "inappropriate language," "bad attitude," and "poor nonverbal behavior" interviews. The hiring priority indices were cut by almost 50 percent as compared to the "no negative behavior" interview. The employers reacted negatively, but to a lesser extent to the "inappropriate appearance" interview, but were not consistent about their reasons why. It was as if they felt there was something negative about the candidate they were watching, but they could not identify it. In fact, the rating for appearance was higher for the "inappropriate appearance" interview than for the "no negative behavior" for a number of respondents.

An examination of the results from the second set of interviews, where there was an employment gap to explain, demonstrates that the first interview with a "good" explanation led to a rating that was slightly higher even than the "no gap--no negative behavior" rating. The "poor" explanation videotape, in comparison, was significantly more negative.

The data will be discussed in more detail in the following sections.

5.2 Effects of Interview Behavior

The first thing to note is that the hiring index given the applicant after the first videotape of the interview was consistently higher than the index derived from a review of the application form. For the first set of interviews ("no employment gap"), the median score for the rating based on a review of the application was 100, whereas after the "no negative behavior" tape, the median rating was 115. (Means were 102.33 and 119.71, respectively.) In fact, forty of the fifty-six employers (71 percent), increased their rating based on the videotaped performance--twelve responded with no change, two reduced their rating, and two had invalid data.

The effects of the different behaviors in the first set of interviews on the hiring index is shown in table 11. The second column of the table indicates the mean rating that employers gave the applicant based on the interview, while the column on the far right indicates what percent of the employers would hire the individual conditional on having a suitable opening.* Using both of these data, it can be observed that the "inappropriate language" and "bad attitude" videotapes significantly reduced the applicant's chance of being offered a job. Compared to the benchmark "no negative behavior" interview, the mean rating dropped from about 120 to 73 and 54, and the percentage who would hire given a opening dropped from 93 percent to 19 percent and 2 percent. The videotape segment in which the role player exhibited "poor nonverbal behavior" resulted in hiring indices which were lower than the "no negative behavior" videotape also. The mean dropped from 120 to 75 and the

*These percentages roughly validate the scale presented in the hiring priority index question. The index was standardized by anchoring a score of 50 to the "worst hire," 100 to the "average hire" and 150 to the "best hire." Accordingly, if the respondent gave a score of 100 or greater, then the expectation is that (given an opening) they would offer a job to the individual.

TABLE 11

EFFECTS OF INTERVIEWEE BEHAVIOR ON EMPLOYABILITY RATINGS AND INTERVIEWER OPINIONS ABOUT JOB READINESS

Interview Characteristics	Mean Rating	Applicant Characteristics	Preparation for Job: Highly Prepared 5	4	Moderately Prepared 3	2	Not Prepared 1	Percentage That Would Hire
No Gap--No Negative Behavior	119.71	Education/training	4	27	24	1		92.9 %
		Work experience	6	28	20	1		
		Appearance	15	27	11	1		
		Grammar	16	31	8	1		
		Attitude	19	31	6			
		Personality	19	29	7			
No Gap--Inappropriate Appearance	109.91	Education/training	6	26	23	1		86.8 %
		Work experience	7	31	16	1		
		Appearance	12	18	12	8	5	
		Grammar	16	19	20			
		Attitude	19	15	15			
		Personality	21	20	14			
No Gap--Inappropriate Language	73.09	Education/training	3	13	31	6	1	18.5 %
		Work experience	5	15	33	2	1	
		Appearance	15	26	12	1		
		Grammar			8	34	14	
		Attitude		5	17	23	9	
		Personality		4	29	19	2	
No Gap--Bad Attitude	54.31	Education/training	2	12	24	11	5	1.9 %
		Work experience	3	9	23	13	7	
		Appearance	13	24	14	4		
		Grammar		1	7	25	22	
		Attitude			3	17	36	
		Personality			12	28	14	
No Gap--Poor Nonverbal Behavior	75.23	Education/training	2	16	28	6	2	38.9 %
		Work experience	4	18	26	5	1	
		Appearance	8	17	21	10	2	
		Grammar	7	14	25	7	3	
		Attitude	3	3	24	17	8	
		Personality	1	4	20	22	9	

TABLE 12

INDEX OF INTERVIEWER RATINGS OF JOB READINESS, BY INTERVIEWEE BEHAVIOR AND CHARACTERISTICS

Applicant Characteristics	No Negative Behavior	Inappropriate Dress	Inappropriate Language	Bad Attitude	Poor Nonverbal Behavior
Educ./training	3.61	3.25	3.20	2.91	3.19
Work experience	3.71	3.51	3.20	2.78	3.35
Appearance	4.04	3.43	4.02	3.84	3.33
Grammar	4.11	3.93	1.89	1.69	3.27
Attitude	4.13	3.78	2.33	1.46	3.11
Personality	4.09	3.87	2.76	1.96	2.39
Percentage that would hire	93%	87%	19%	2%	39%

percentage that would hire decreased from 93 percent to about 40 percent. The "inappropriate appearance" interview seemed to have just a slight negative effect on the employers. The mean rating dropped to 110 as compared to the "no negative behavior" mean of 120 and the percent that would hire the job seeker given an opening was 87 percent as compared to 93 percent.

The employers were asked to rate the interviewees for their job readiness with respect to six characteristics--education/training, work experience, appearance, grammar, attitude, and personality--after each viewing of the videotape. The full frequencies of these ratings are shown in the middle columns of table 11. The scale that was used ranged from a rating of 5 (highly prepared) to 1 (not prepared). As seen in the table, the individual being interviewed was consistently rated somewhere between moderately and highly prepared for all characteristics in the "no negative behavior" tape. Visual inspection of the ratings' distributions indicate how they "shift to the right" for the four subsequent videotapes in which some negative attribute was introduced; this shift is particularly noticeable for the "inappropriate language" and "bad attitude" performances.

Table 12 presents the mean ratings for each of the applicant characteristics for each of the interviews. It is interesting to note that the range for the mean rating for education/training and work experience was almost a three-quarters of a point and a full point, respectively, despite the fact that the content of the interview with respect to these characteristics was kept the same across the different tapes. This confirms the hypothesis that an employer's negative assessment of a job candidate along a single dimension can affect the assessment along other dimensions.

The mean rating for grammar of 1.69 in the "bad attitude" tape was lower than the mean rating of 1.89 in the "inappropriate language" tape. Furthermore, the job applicant was rated as having a lower level of readiness in terms of personality in this interview segment than in the taped interview which was intended to exhibit personality deficiencies, that is, the "poor nonverbal behavior" interview (1.96 as compared to 2.39).

Just as the theory provided in the previous chapter suggests that there should be interaction effects between characteristics of the job and rater with the characteristics of an applicant as provided on an application form, the theory would also suggest that such interactions should occur for a candidate's assessment resulting from an interview. Thus, it is necessary to look at the job-readiness assessments and inclinations to hire separately for each occupation and across rater characteristics.

Table 13 presents the mean employability ratings and hiring percentages for the interviewees disaggregated across the three occupations. Later tables present the data further disaggregated by various characteristics of the employers. Each of the five rows in the table corresponds to a behavioral modification in the first set of five interviews.

Sample sizes get very thin in some of the cells of this table, but several notable results stand out. First of all, it is the case that the "bad attitude" interview is always the lowest ranked interview and the ratings are remarkably consistent across the three occupations. For the clerical respondents, the percentage that would hire is 0.0 percent and the ratio of the mean rating for the "bad attitude" candidate to the mean rating for the "no negative behavior" tape is .45. For retail trade, the percentage is also

0.0 percent and the ratio of the mean ratings is .44. Finally, for machine trades, the hiring percentage is 11.1 percent (1 out of 9) and the ratio of the mean rating is .48.

TABLE 13

MEAN EMPLOYABILITY RATINGS AND HIRING PERCENTAGES, BY INTERVIEW AND OCCUPATION OF THE JOB

Interview	Occupation					
	Clerical		Retail		Machine Trades	
	Mean Rating	Percent That Would Hire	Mean Rating	Percent That Would Hire	Mean Rating	Percent That Would Hire
No negative behavior	122.59	90.9	111.79	92.9	122.78	100.0
Inappropriate appearance	109.04	92.9	86.43	64.3	131.67	100.0
Inappropriate language	73.58	15.2	60.36	7.7	91.11	44.4
Bad attitude	54.91	0.0	49.64	0.0	59.44	11.1
Poor nonverbal behavior	80.06	40.6	55.91	15.4	81.88	75.0

The "inappropriate appearance" and "poor nonverbal behavior" candidates were particularly penalized by the retail employers. For the former, the mean rating dropped from 111.8 to 86.4, and the percentage that would hire decreased from 93 percent to 64 percent for retail employers. As seen in the table, the "inappropriate appearance" interview did not adversely affect either clerical or machine trades employers. In the case of the machine trades interview, it should be recalled that "inappropriate appearance" was staged with the candidate being in a three-piece suit, and in fact, this increased the employers' assessments of the candidate. For the "poor nonverbal behavior" candidate, the ratings for the job applicant for retail employers dropped almost as low as the "bad attitude" candidate (55.91 compared to 49.64). Decreases in ratings also occurred in the clerical and machine trades cases, but the decreases were not nearly as dramatic.

The effect of the "inappropriate language" interview was similar for clerical and retail employers, where the ratio of the mean ratings for "inappropriate language" to "no negative behavior" were .60 and .54, respectively and the hiring percentage dropped from 91 to 15 percent and 93 to 8 percent, respectively. But this interview had less of an adverse effect on machine trades employers. The ratio of mean ratings is .74 and the hiring percentage dropped from 100 to 44 percent.

These results imply that appearance and nonverbal behavior are relatively more important signals for retail employers than for individuals hiring machine trades or clerical applicants; language is a key signal for clerical and retail employers as compared to machine trades employers; and that bad attitudes (as manifested by the actors in the videotaped interviews) affected the employers in an extremely negative way that was quantitively similar across occupations.

In table 14, the job-readiness ratings are displayed by occupation. Recalling that the education/training and work experience of the job candidates did not change across the five job candidates, it is interesting to note that the job-readiness assessments along these two dimensions decreased for the "inappropriate language," "bad attitude," and "poor nonverbal behavior" interviews, particularly for clerical and machine trade employers. Generally, the most dramatic changes in the job-readiness ratings corresponded to the behavioral stimulus. For clerical and retail applicants, appearance was rated lowest for the "inappropriate appearance" candidates. Again the three-piece suit was favored by the machine trades employers (a mean rating of 4.56 in the "inappropriate appearance" segment as compared to 3.89 in the "no negative behavior" segment). Grammar was rated lowest for the "inappropriate language"

TABLE 14

MEAN JOB-READINESS RATING, BY INTERVIEW AND OCCUPATION OF THE JOB

Interview	Occupation																	
	Clerical						Retail						Machine Trades					
	Education/ Training	Work Experience	Appearance	Grammar	Attitude	Personality	Education/ Training	Work Experience	Appearance	Grammar	Attitude	Personality	Education/ Training	Work Experience	Appearance	Grammar	Attitude	Personality
No negative behavior	3.70	3.69	3.94	4.18	4.21	4.15	3.36	3.71	4.36	3.79	4.00	4.07	3.67	3.78	3.89	4.11	4.67	4.67
Inappropriate appearance	3.81	3.58	3.47	4.19	4.22	4.29	3.28	3.64	2.14	3.50	3.43	3.50	3.67	3.78	4.56	4.44	4.78	4.67
Inappropriate language	3.24	3.42	4.37	2.00	2.19	2.69	3.25	3.29	3.93	1.50	2.57	2.79	3.00	3.33	3.11	2.11	2.56	2.67
Bad attitude	2.73	2.49	4.19	1.78	1.78	2.03	3.25	3.23	3.64	2.14	1.36	1.86	3.11	3.11	2.89	2.22	1.33	1.89
Poor nonverbal behavior	3.24	3.41	3.56	3.64	2.64	2.58	3.08	3.31	3.00	2.43	1.92	1.92	3.11	3.33	2.78	3.22	3.22	2.22

NOTE: The scale for job-readiness was as follows: Highly Prepared 5 4 Moderately Prepared 3 2 Not Prepared 1

TABLE 15

MEAN EMPLOYABILITY RATINGS AND HIRING PERCENTAGES, BY INTERVIEW, OCCUPATION OF THE JOB, AND RACE OF THE RATER

Interview and Race of the Employer	Occupation					
	Clerical		Retail		Machine Trades	
	Mean Employability Rating	Percent That Would Hire	Mean Employability Rating	Percent That Would Hire	Mean Employability Rating	Percent That Would Hire
No Negative Behavior						
Black	140.00	100.0	---	---	---	---
Nonblack	119.80	89.7	111.79	92.9	122.78	100.0
Inappropriate Appearance						
Black	148.75	100.0	---	---	---	---
Nonblack	109.04	92.9	86.43	64.3	131.67	100.0
Inappropriate Language						
Black	88.25	25.0	---	---	---	---
Nonblack	71.55	14.3	60.36	7.7	91.11	44.4
Bad Attitude						
Black	61.00	0.0	---	---	---	---
Nonblack	54.04	0.0	49.64	0.0	59.44	11.1
Poor Nonverbal Behavior						
Black	97.25	100.0	---	---	---	---
Nonblack	77.69	34.5	55.91	15.4	81.88	75.0

candidate by retail and machine trades employers and second lowest by clerical. Job readiness in terms of attitude was by far away rated lowest after the "bad attitude" interview in all three occupations. It was the intent of the experimental design to have the "poor nonverbal behavior" interview represent personality deficiencies, and indeed, personality was rated low for this interview relative to the "no negative behavior" interview. But the employers in all occupations rated personality even lower in the "bad attitude" interview.

In table 15, the interview assessments are disaggregated by occupation and race of the rater. All job candidates were black and, furthermore, the "inappropriate language" and "bad attitude" interviews were predominantly flavored with "black English" (see appendix B), so we might expect a racial effect in the ratings. The table does show that blacks did consistently rate interviewees higher than nonblacks, but the percentage change in mean ratings from interview to interview are not greatly different. For example, the ratio of the mean rating for the "poor nonverbal behavior" candidate to the mean rating for the "no negative behavior" candidate is .70 for black clerical employers and .65 for nonblack clerical employers. In the model of employability ratings based on applications described in the previous chapter, there was a statistically significant main effect for blacks, which seems to carry through to interview assessments, but there does not seem to be a strong interaction effect with any of the behaviors presented in the interviews.

Table 16 presents the results of the interview rating disaggregated by the sex of the rater. In the models which were estimated to explain the employability ratings from applications, the sex variable was a significant covariate (positive for males). This result is not evident in table 16.

There does not seem to be any significant pattern as to when the male or female mean rating is higher. For the three lowest rated interview segments--"inappropriate language," "bad attitude" and "poor nonverbal behavior," the mean rating for female raters (especially in clerical and retail interviews) tends to be lower than the males, but the hiring percentages are slightly higher. This suggests that females have slightly higher standards, but are more often willing to give the candidate the benefit of the doubt more often.

TABLE 16

MEAN EMPLOYABILITY RATINGS AND HIRING PERCENTAGES, BY INTERVIEW, OCCUPATION OF THE JOB, AND SEX OF THE RATER

Interview and Race of the Employer	Occupation					
	Clerical		Retail		Machine Trades	
	Mean Employability Rating	Percent That Would Hire	Mean Employability Rating	Percent That Would Hire	Mean Employability Rating	Percent That Would Hire
No Negative Behavior						
Male	118.75	93.8	115.83	83.3	119.38	100.0
Female	127.31	88.2	108.75	100.0	150.00	100.0
Inappropriate Appearance						
Male	114.06	93.8	86.67	66.7	129.38	100.0
Female	114.64	93.8	86.25	62.5	150.00	100.0
Inappropriate Language						
Male	77.38	6.3	56.67	0.0	85.63	37.5
Female	70.00	25.0	63.13	12.5	135.00	100.0
Bad Attitude						
Male	58.38	0.0	51.67	0.0	60.63	12.5
Female	51.44	0.0	48.13	0.0	50.00	0.0
Poor Nonverbal Behavior						
Male	85.25	40.0	59.00	0.0	77.86	71.4
Female	75.18	41.2	53.33	28.6	110.00	100.0

In looking at the job-readiness rating across sex of the rater, it is interesting to note that females seemed to be more critical of inappropriate appearance than were males. The mean job-readiness rating for appearance for the "inappropriate appearance" candidate was 3.67 and 2.50 for the clerical and retail jobs respectively, as rated by males. For females, the mean ratings were 3.27 and 1.88.

In table 17, the interview assessments are arranged by educational attainment of the rater. Education is classified into college graduate and noncollege graduate. For clerical and machine trades applicants, the raters without a college degree tended to have higher standards of assessment, that is tended to rate the job candidates lower on the employability scale being used. Again this is consistent with the regression estimates on this variable for the employability scores from applications.

TABLE 17

MEAN EMPLOYABILITY RATINGS AND HIRING PERCENTAGES, BY INTERVIEW, OCCUPATION OF THE JOB, AND EDUCATIONAL ATTAINMENT OF THE RATER

Interview and Race of the Employer	Occupation					
	Clerical		Retail		Machine Trades	
	Mean Employability Rating	Percent That Would Hire	Mean Employability Rating	Percent That Would Hire	Mean Employability Rating	Percent That Would Hire
No Negative Behavior						
Less than college graduate	116.00	66.7	110.00	66.7	92.50	100.0
College graduate	125.23	95.8	111.00	100.0	131.43	100.0
Inappropriate Appearance						
Less than college graduate	118.00	100.0	83.33	66.7	105.00	100.0
College graduate	116.52	95.8	86.00	60.0	139.29	100.0
Inappropriate Language						
Less than college graduate	74.17	16.7	63.33	0.0	37.50	0.0
College graduage	74.71	13.0	55.50	0.0	106.43	57.1
Bad Attitude						
Less than college graduate	43.33	0.0	53.33	0.0	25.00	0.0
College graduate	56.96	0.0	46.00	0.0	69.29	14.3
Poor Nonverbal Behavior						
Less than college graduate	68.33	33.3	50.00	0.0	62.50	100.0
College graduate	84.67	47.8	55.00	20.0	88.33	66.7

Age effects are displayed in table 18. The age break that was used in the analysis was forty-five. Raters over the age of forty-five tended to have tougher hiring standards, particularly in rating the clerical and retail interviewees. Other interesting aspects of the data in the table can be seen in examining the retail ratings. There is quite a wide discrepancy between the mean ratings for the "inappropriate appearance" candidate between the two age groups, with younger raters having lower standards. Also, it is interesting to note that the raters over forty-five rated the "poor nonverbal behavior" retail candidate lower than the "bad attitude" candidate. This was the only group of employers analyzed for which this occurred.

TABLE 18

MEAN EMPLOYABILITY RATINGS AND HIRING PERCENTAGES, BY INTERVIEW, OCCUPATION OF THE JOB, AND AGE OF THE RATER

Interview and Race of the Employer	Occupation					
	Clerical		Retail		Machine Trades	
	Mean Employability Rating	Percent That Would Hire	Mean Employability Rating	Percent That Would Hire	Mean Employability Rating	Percent That Would Hire
No Negative Behavior						
Male	126.39	94.7	107.78	100.0	120.00	100.0
Female	117.78	81.8	117.50	75.0	126.25	100.0
Inappropriate Appearance						
Less than 45	115.53	94.7	92.22	77.8	131.00	100.0
45 or over	114.44	100.0	70.00	25.0	132.50	100.0
Inappropriate Language						
Less than 45	78.58	15.8	58.89	0.0	85.00	40.0
45 or over	67.73	10.0	53.75	0.0	98.75	50.0
Bad Attitude						
Less than 45	57.58	0.0	45.00	0.0	51.00	0.0
45 or over	48.46	0.0	53.75	0.0	70.00	25.0
Poor Nonverbal Behavior						
Less than 45	86.00	55.6	57.14	22.2	88.00	80.0
45 or over	73.46	27.3	46.67	0.0	71.67	66.7

TABLE 19

MEAN EMPLOYABILITY RATINGS AND HIRING PERCENTAGES, BY INTERVIEW, OCCUPATION OF THE JOB, AND SIZE OF FIRM OF THE RATER

Interview and Race of the Employer	Occupation					
	Clerical		Retail		Machine Trades	
	Mean Employability Rating	Percent That Would Hire	Mean Employability Rating	Percent That Would Hire	Mean Employability Rating	Percent That Would Hire
No Negative Behavior						
Less than 500 employees	127.50	87.5	120.00	100.0	115.00	100.0
More than 500 employees	122.27	91.7	110.00	91.7	129.00	100.0
Inappropriate Appearance						
Less than 500 employees	120.71	100.0	100.00	100.0	127.50	100.0
More than 500 employees	112.96	91.3	84.17	58.3	135.00	100.0
Inappropriate Language						
Less than 500 employees	74.13	14.3	80.00	0.0	71.25	25.0
More than 500 employees	74.38	16.7	55.42	0.0	107.00	60.0
Bad Attitude						
Less than 500 employees	58.38	0.0	60.00	0.0	31.25	0.0
More than 500 employees	53.48	0.0	46.67	0.0	82.00	20.0
Poor Nonverbal Behavior						
Less than 500 employees	88.38	37.5	40.00	0.0	71.25	100.0
More than 500 employees	78.54	43.5	55.56	16.7	92.50	50.0

In table 19, we look at differences in the ratings by size of the employers' firm as measured by number of employees. There is a distinct interaction between size of the firm and occupation. For the clerical and retail applicants, small firms consistently rated the interviews higher than large firms (500 or more employees), but just the opposite occurred for the machine trades applicants. This result is consistent with the hypotheses that large clerical and retail establishments tend to have formal personnel policies, have large flows of candidates to choose from, and are careful with new hires. For machine trades, however, there are much larger investments in training and thus a larger cost for discharges. Furthermore, in firms that hire machinists,

output of the firm is linked more directly to employees than in retail establishments or firms with a high proportion of clerical employees. Thus, smaller firms must exhibit more care in their hiring in order to be competitive.

The last job/rater characteristic examined is whether the rater is in a firm's personnel department or not. These results are provided in table 20. Again, the occupation or industry seems to have an influence on the results. In the machine trades interviews, the raters who were not in a personnel department tended to exhibit tougher hiring standards for all interviews. This accords with the firm size analysis above, where smaller firms tended to have tougher standards, because smaller firms tend not to have formal personnel staff. For the clerical and retail job candidates, the personnel staff also rated the job applicants higher in the "no negative behavior" and "inappropriate appearance" tapes, but for the other three segments with more egregious behavior anomalies, the personnel staff workers have become tougher than their nonpersonnel counterparts.

TABLE 20

MEAN EMPLOYABILITY RATINGS AND HIRING PERCENTAGES, BY INTERVIEW, OCCUPATION OF THE JOB, AND POSITION OF THE RATER

Interview and Race of the Employer	Occupation					
	Clerical		Retail		Machine Trades	
	Mean Employability Rating	Percent That Would Hire	Mean Employability Rating	Percent That Would Hire	Mean Employability Rating	Percent That Would Hire
No Negative Behavior						
In personnel	125.42	100.0	105.83	100.0	128.33	100.0
Nonpersonnel	122.00	82.4	115.00	85.7	120.00	100.0
Inappropriate Appearance						
In personnel	119.23	100.0	90.83	83.3	128.33	100.0
Nonpersonnel	114.67	93.8	80.71	42.9	133.33	100.0
Inappropriate Language						
In personnel	70.39	15.4	60.83	0.0	105.00	66.7
Nonpersonnel	77.82	12.5	54.29	0.0	84.17	33.3
Bad Attitude						
In personnel	52.69	0.0	45.00	0.0	60.00	0.0
Nonpersonnel	55.41	0.0	50.00	0.0	59.17	16.7
Poor Nonverbal Behavior						
In personnel	78.46	41.7	53.75	33.3	91.67	66.7
Nonpersonnel	83.65	41.1	54.17	0.0	76.00	80.0

Besides observing reactions to the behavior exhibited by the persons being interviewed, the ratings of the videotapes were intended to provide observations about how employers react to information learned in an interview that is not shown specifically on the application form. In the seminars, we chose to obtain these data using alternative explanations for a six-month employment gap. These data are described in the next section.

5.3 "Good" and "Poor" Explanations for a Six-Month Employment Gap

Table 21 shows the effects of a "good" or "poor" explanation about an employment gap on an applicant's employability ratings. The first set of data provide the statistics from the "no negative behavior" in table 11 for comparison purposes. The mean hiring priority index for that videotape is 119.71 as compared to 118.16 for the first tape from the second set of interviews--"6-month gap--good explanation." For both of these interviews, about 95 percent of the respondents indicated that they would hire the individual if a suitable opening were available (it is slightly higher for the individual with a gap). In terms of job preparation, the employers similarly felt that the individual with the employment gap, but with a "good" explanation, was a slightly better risk. The mean ratings for the two are as follows:

	No Gap-- No Negative Behavior	6-Month Gap-- "Good" Explanation
Education/training	3.61	3.71
Work experience	3.71	3.61
Appearance	4.04	4.25
Grammar	4.11	4.23
Attitude	4.23	4.30
Personality	4.22	4.24

Five of the attributes have higher means (i.e., are rated as being more prepared), while work experience has a mean rating of 3.61 as compared to 3.71 for the interviewee from "no gap--no negative behavior" benchmark.

TABLE 21

EFFECTS OF "GOOD" OR "POOR" EXPLANATIONS ABOUT AN EMPLOYMENT GAP ON EMPLOYABILITY RATINGS AND INTERVIEWER OPINIONS ABOUT JOB READINESS

Interview	Mean Rating	Applicant Characteristics	Preparation for Job: Highly Prepared 5	4	Moderately Prepared 3	2	Not Prepared 1	Percentage That Would Hire
No gap--no negative behavior	119.71	Education/training	4	27	24	1		92.9
		Work experience	6	28	29	1		
		Appearance	15	27	11	1		
		Grammar	16	31	8	1		
		Attitude	19	31	6			
		Personality	19	29	7			
6-month gap--"good" explanation	118.16	Education/training	8	23	24			94.5
		Work experience	8	25	21	1	1	
		Appearance	21	24	8			
		Grammar	19	31	6			
		Attitude	25	23	8			
		Personality	22	24	8			
6-month gap--"poor" explanation	87.13	Education/training	9	19	23	1	1	35.2
		Work experience	7	26	22	1		
		Appearance	19	27	9			
		Grammar	18	21	16			
		Attitude	3	6	18	20	9	
		Personality	13	20	15	6	2	

Having a "poor" explanation reduced significantly the desirability of the job candidate. As compared to a "good" explanation, the mean rating dropped from 118 to 87, and the percentage who would hire decreased from 95 percent to 35 percent. The "poor" explanation affected the employers' opinions about job readiness for all six attributes, but the most drastic effects were demonstrated in attitude and personality. The mean rating for attitude dropped from 4.30 to 2.54 for the "poor" explanation.

Following are the mean ratings for the job readiness variables from the tapes' "good" and "poor" explanation for the employment gap:

	6-Month Gap--"Good" Explanation	6-Month Gap--"Poor" Explanation
Education/training	3.71	3.64
Work experience	3.61	3.70
Appearance	4.25	4.18
Grammar	4.23	4.04
Attitude	4.30	2.54
Personality	4.24	3.64

Table 22 shows the effect of the gap with the "good" and "poor" explanation by occupation. The "poor" explanation causes quite significant decreases in all the occupations, but the decrease is especially large in the retail set of interviews. The scripts used for the "good" and "poor" explanations are provided in appendix B to this report and an explanation for the toughness of the retail employers is not readily apparent since the stories that the applicants tell are virtually identical across occupations. A possible explanation for this phenomenon is that the recession during which the data were collected was especially hard on retail sales and, as a result those employers reacted harshly to the individual not even trying to get a job.

TABLE 22

MEAN EMPLOYABILITY RATINGS AND HIRING PERCENTAGES, BY INTERVIEW AND OCCUPATION OF THE JOB

	Clerical		Retail		Machine Trades	
Interview	Mean Rating	Percent that Would Hire	Mean Rating	Percent that Would Hire	Mean Rating	Percent that Would Hire
6-month Gap--"Good" Explanation	121.06	90.9	114.62	100.0	112.67	100.0
6-month Gap--"Poor" Explanation	95.91	46.9	66.15	0.0	86.22	50.0

In the final analysis, assessments of job applicants on the basis of an interview are far more subjective than on the basis of an application form. The interpersonality dynamics of the interview situation can greatly affect either party to the interview. Furthermore, the criteria that are used to evaluate the job seeker--personality and attitude, for instance--are highly subjective in themselves. Adding to the uncertainty or subjectivity is the fact that it is harder to control the context for the experimental stimuli on videotape than on paper. Thus, our attribution of the experimental outcome to "personality" or "bad attitude" or "inappropriate language" should be taken as suggestive rather than confirmatory. Nevertheless, the videotaped simulations did provide interesting conclusions about employers' behavior after (viewing) personal contact with the applicant.

6. QUALITATIVE DATA FROM EMPLOYERS

6.1 Introduction

Part of the data collection effort that took place in the employer seminars involved a semistructured discussion period in which employers shared their experiences and opinions about hiring youth and schooling. Appendix D provides a copy of the section of the questionnaire given to the employers which was used as a guide for these discussions. These discussion periods were recorded and later transcribed for analysis purposes. A total of fifteen hours of discussion was used in the preparation of this chapter.

The major conclusions that can be derived from these qualitative data are as follows:

- The data confirm strongly the results from the quantitative data analysis. Variables such as work experience, reputation of school, participation in a COE program, number of quits, appearance, and gaps in employment histories were mentioned several times as important signals of employability.
- Employers, with only a few exceptions, were generally enthusiastic about cooperative education.
- Except for co-op programs, employers were generally dissatisfied with the school experiences of applicants. They perceived a declining quality of instruction; a lack of basic educational skills, and an inattentiveness to the attitudes and skills necessary for the world of work.

Several qualifications to the qualitative data merit attention. First of all, the data that were collected were very much a function of the dynamics of the group attending the seminar. Some employers were more open than others. Some tended to speak out, while others did not engage in the discussion willingly. Some employers tended to monopolize the discussion and offer personal anecdotes. The leaders of the seminars attempted to minimize their own intervention, but occasionally tended to lead the respondent as well.

Another caveat to consider is whether the opinions of the employers that participated in the discussions have general applicability. In other words, the selectivity of the employer sample may limit the relevance of the verbal data obtained. Another sample of fifty-six employers might have very different observations to offer. Similarly, the setting or environment of the data collection effort (at the National Center for Research in Vocational Education) may have conditioned the responses. Participating in an institution perceived to be an advocate of vocational education may have had a Hawthorne-type effect on responses by the employers present. Finally, technical problems with the tape recording resulted in virtually being unable to use any information from two of the (12) seminars.

Despite these qualifications, this sample of employers may be assumed to be a reasonably valid reflection of all employers of young people. In the first place, the frankness displayed by the participating employers lent credibility to their statements. Secondly, the employers' discussions of their own, first-hand experiences in hiring and employing youth appeared to correspond and be consistent with the results of the statistical analysis.

The transcripts were reviewed and comments were classified into the following categories:

- Applicant Characteristics
  - --Work Experience
  - --Graduation from High School
- School Experience
  - --Reputation of the School
  - --School Interaction with Business
  - --Cooperative Education Programs
  - --Basic Education
  - --Adequacy of School's Preparation of Students for Work
  - --Other General Opinions about Schools
- Interviews
  - --Attitudes
  - --Appearance
  - --Interview Behavior

o Other
  --Applicant Testing
  --Private Sector Training
  --Job Performance
  --Influence of Tight Labor Market

The remaining sections of this chapter present employers' comments as classified into these broad categories.

6.2 Applicant Characteristics

6.2.1 Work Experience

One of the few issues about which employers were unanimous was the importance of work experience in determining employability. They were very explicit about the fact that they would choose someone with work experience over someone with just classroom training. Some of their typical comments follow:

> A person who comes to us with a diploma and part-time work has a better chance than a person with a diploma but no work experience.

> Well, experience is a very good teacher and if I had to choose between someone who had two years experience as a machinest operator and someone who just graduated from CTI or another technical institute, I'd take the person with the experience, because the atmosphere is different. There is really no substitute for that experience.

> This is because the type of equipment we make is sophisticated--that's why we lean toward the experienced person. It's been our experience that some of the people we have hired do not have the skill level that some other people have. We have a tuition refund program that they might want to take advantage of. They pay for it and we reimburse them 100 percent if they get a C or better, and rarely do any of them take advantage of it. It's amazing.

One of the employers encouraged applicants to cite even baby-sitting jobs or part-time jobs:

> I stress attendance when we recruit in high school. We did at one time go to the high schools and check on them. We no longer do that because the board of education no longer supplies us with that information. But I do stress attendance in school. And then I ask them to jot down any baby-sitting jobs, or any part-time jobs that they have had which would be an indication that they've been responsible.

As noted in the analysis reported in chapter 4, work experience is definitely perceived in a positive fashion, but too many jobs or a lot of "quits" detract from the applicant. One employer noted:

> Now some of these quit, quit, quit--some of these, I don't think I would pick out an applicant that quit that many times. There's got to be a problem there. I don't think I would want to spend my time on somebody that quits all the time. So that has a very negative impact.

6.2.2 High School Graduation

In the few instances in which it was discussed, employers were willing to consider hiring dropouts, particularly if their aptitudes were high or they had relevant work experience:

> Retailer: If it is for sales, we will give them an aptitude test. There is a minimum score requirement so that they cannot claim you're discriminating because of age, sex, or color. We tell them to begin with that it doesn't make any difference whether they are a high school dropout or a college graduate. We hire on aptitude and that is it.
>
> We prefer, of course, a high school diploma but work experience has certain advantages over the completion of education.

6.3 Comments about Schools

6.3.1 Reputation of the School

In the analysis of the quantitative data, it was noted that particular schools had consistent (although not strong) effects on employability ratings. Comments by the employers substantiated this observation.

> We have had a lot better luck with people from Franklin or CTI as opposed to Denison. They have this attitude: "Hey, I just spent $8,000/year on college education and you owe me a job starting at $25,000/year." But that is [an over] generalization, too, since not everyone is like that.
>
> I don't think the school, as such, initially influences our decisions. I think from past practices you sort of count on getting a better percentage of applicants from given institutions as opposed to others. Usually we're open in the beginning. Then the history evolves as to where you can expect to have the best success.

I can hardly believe the things that are happening today and the calibre of students some of the high schools are putting out. It'll vary. If a student came here from some rural community, he could have been the valedictorian of his class, and he'd come down here and wouldn't last a quarter. That's happening. That's right, yet you could see a C student at Upper Arlington would go through with flying colors. So I mean you just can't figure out the grading system differences.

6.3.2 School Interaction with Business

Employers generally felt that schools did not interact well, if at all, with the business community. As discussed below, they felt that schools were not preparing students for work in an adequate fashion, and felt that part of the problem was a lack of interaction. A sampling of their comments follows here:

I think counseling should be more attuned to the needs of the business world.

It seems that schools don't know where the best entry-level jobs are for their people to get experience.

I haven't seen enough employer contribution to their actual curriculum or equipment purchasing. You see very limited advisory committees, maybe someone who's been on an advisory committee for some years continues to serve--rarely do they meet during the school year as such. Some of the programs have been good. [With others, I just do not think they get enough input.

6.3.3 Cooperative Office or Distributive Education Programs in High Schools

The majority of the employers that were familiar with the co-op programs were enthusiastic about them. They perceived the value of the program to be the work experience which it provides students. Some of their comments are included below:

I think the COE is an excellent program. It gives them exposure to those kind of things.

We have very rarely found someone right out of high school, although we have had some co-op education students come in and work, and after graduation have continued to work, which was ideal because we know something about them and they know something about us. So we have gotten some real good people that way. But those people are coming in with some experience, the experience they got in that co-op program.

We have used co-op students in the accounting-clerical area. The director of accounting has developed a relationship with the school, so the school understands what kinds of jobs we have to offer. So we get good referrals. If we were to run an ad in the paper, we have the screening process to go through and everything else that goes along with it.

I think the whole process of the co-op program with the teacher coming in and having us doing an evaluation of the student and things of this sort [is good]. These are just pluses for the student.

Employer: I find that many of the young people coming out of the COE programs are well-prepared. First of all, because part of the COE training is to have a job. So they demonstrated their ability. They have had the responsibility of holding a job, so they are truly better trained than someone else coming out of high school. A good, bright student with good typing skills and with good grammar skills and so forth could probably learn the same type of job also. But, I think if it would come down between the two, I would probably choose the one with prior training because they would know business procedures and so forth.

Question: If they have just taken the office courses in high school without the job experiences, and if they only had taken two or three courses in office management, [or a] basic bookkeeping course, would that be enough?
Employer: That would be better than none. However, I don't think it would weigh as heavy as the COE training. I'm pretty familiar with that and I'm enthusiastic about it.

Not all of the employers were favorably disposed to the co-op programs as the following comments indicate:

Most of the career centers and other high school programs (COE, DE, etc) that I've seen--their equipment is very outdated, their procedures are-may not relate properly to the banking industry, where we're a little more numbers oriented.

I have had seen some of the COE programs. They were not training some of their people to do ten-key by touch, which is a requirement for our type of firm.

Employers also had reservations about occupational work experience programs. At one session, the following exchange took place:

Question: Do any of you use kids from the occupational work experience programs?
Answer 1: Yes, we have used distributive education people, and we have had some success with that.

Answer 2: We did take on a couple of girls at tht desk and it really did not work out too well for us. We found they were somewhat flighty . . . and had problems staying professional.
Answer 3: I used one in the kitchen as a utility person. It worked okay at the beginning but then he wasn't really suited for the job. To him it was just a class grade so he ended up quitting. I think the common business person has a problem dealing with a sixteen- or seventeen-year-old who hasn't really matured. It's not necessarily their (the youth's) fault; it's just that they are immature for that type of job.
Answer 4: We've had good experiences with that type of situation. we've found two of our best employees.

6.3.4 Basic Education

Employers expressed disappointment and dismay about the basic educational skills of the youth they encountered. A sampling of their comments reflects these sentiments:

> It answered a lot of questions I had that I couldn't understand. I hired a girl and checked out her references, yet she couldn't alphabetize.

> I [used to] feel the schools were producing students who could add, subtract, multiply, divide, but I can't take that for granted anymore. Today I just try to find someone who is trainable, someone with good common sense. When it comes to ten to fifteen years ago, the expectation was that when somebody had a high school diploma, I can expect certain things from them. It's just not true today.

> As I got into the material, I thought graduation with distinction had to do with the grade point average (when I was in school it was the National Honor Society). When I looked through this, I realized that the graduation with distinction requirements today is what everybody had to achieve fifteen to twenty years ago, even to get a diploma. That kind of blew me away. That may clarify a lot of things going on in the marketplace and the hiring process.

> That means we have to have the math, English, and typing (because if we don't teach young girls and boys how to type while they are in high school, they are no good on machines because the machines require typing). So they have to learn it, whether they like it or not. Otherwise, they are going to be truck drivers--you don't need typing skills to be a truck driver. But the fellow who is going to build the electronic equipment and going to make that thing run has got to know how to do it, because he will be typing in data that will allow his machine to do the kind of work that is necessary to produce the part that makes it run.

> Training should occur in school. They should learn the basics in high school and learn the technical stuff in the plants, like they do in Germany and Japan.

6.3.5 Adequacy of the Preparation of Students for Work

There seemed to be a lot of dissatifaction also with the lack of preparedness which youth bring to the world of work--a lack for which employers held the schools partly responsible. There were some general comments about schools not being attuned to the business community and some specific suggestions about how a better interface could be achieved.

Some of the general comments in this area were these:

> He [a nineteen-year-old boy] has to realize that with opportunity comes responsibility. That is the result of upbringing. Your schools don't teach that. The only way they're going to learn it is to get out there and work.

> I don't think the educational system has answered the question of "what we're doing here (for the kids)." We have the kids and the educational system and we're spending a lot of time, but there is no end to the problem. The end to it is to have these people come out into the business world and become productive. I sincerely think they don't have a program, aside from certain voc-ed programs, that do that. Take a general educational, high school background and I don't think it helps the kids answer the question of what have we done here.

> With a lot of these kids, I don't think anyone has really sat down with them and told them what it's going to be like out there; what the jobs are like; what kind of questions you will be asked. I don't know what counseling goes on in high school anymore, but someone has to let them know what's going on out in the real world and what the kids should be doing to appeal to the market.

> Question: What is the advantage of the experienced one over the other one?
> Answer: You don't have to tell that person every single little thing. Schools don't tell you how to get along in an office environment.

> I have noticed an awful lot of people in education tend to insulate themselves from the realities of the business world. I think a lot of teachers--high school, college--are not really attuned to what is technology, equipment, so forth. It's almost like instead of the schools pioneering that, they're more just waiting around to see what happens. Then, as soon as it almost becomes antiquated, they starting working with people.

Well, I resent high schools turning out business majors with two years of typing, twenty-five words a minute. I'm old fashioned enough to remember you had to pass the first year of typing and it had to be at least fifty words a minute, error free, before you could go to the second year. And you had to have two years to get credit for two years. You couldn't just get credit for one. And they can't type business letters. They can't spell.

Two of the specific suggestions that employers made were as follows:

I think a lot of it's resistance on the part of traditional faculty to even address a lot of the technology 'cause they don't understand it themselves. A problem I've also seen is that when they do get the budget to buy some equipment, they go out and get something that is not applicable to use in the work force in this area. They'll go out and get word processing equipment that no one uses. It's not Wang or something very popular.

No, don't teach them programming, teach them retrieval and input of information. That's what they will use on the job. They will not be programmers. So there's limited understanding by the teaching staff of what's applicable and what's not; what equipment that they should be trained on and looking for and purchasing.

Not all of the comments about the adequacy of schooling in preparing students for careers was negative:

I think the schools are doing a very good job in preparing students in the clerical skills, like typing skills. When I was in school, you had to reach a certain level before you could take the next level. Now the schools allow the students to do whatever they can through programmed instruction.

He took a course called bachelor living, and I said "What in the world are you taking that for?" What it teaches is home economics for boys. It was an excellent course for him to take. What it did was teach them housekeeping skills to some degree, taught them how to maintain a checking account balance, taught them how to make a budget, a grocery list. It was one semester course three days a week. It was a good deal for him.

6.3.6 Employers' Miscellaneous Opinions about Schools

The following comments made about schools may be of interest:

When I go into the schools and see a teach coming down the hall with an open shirt or a golf shirt and a pair of slacks (Levis), it just doesn't look right. I guess I'm old fashioned. I want to say "get a shirt and tie on" so the kid will have some respect for the teacher. I think there are some limits.

I think one of the fundamental problems that society faces is that in the last fifteen years or so, the average quality of people coming out of high school has been declining, and yet the requirements of the jobs that the economy is generating is rising. The military, which used to be the place where we sent all the people who couldn't make it in civilian life, has now decided to be more selective.

6.4 Comments about Interviews

Another subject area that was discussed was interview behavior and how employers reacted to an applicant's appearance and to the content of the interview. Time and time again, employers emphasized the importance of having a good attitude, not just in interviews but also in job performance. We have categorized the comments about interviews into subcategories of interview behavior, importance of attitude, and appearance.

6.4.1 Interview Behavior

When asked about what mistakes are commonly made by interviewees, employers responded as follows:

Question: What are the kinds of things that a person does that indicate a poor interview?
Employer: The one that bothers me the most is if the person says that they want to start their own business. I would automatically not hire them . . . I feel very strongly about that.

Question: Does anyone have any comments they want to talk about pertaining to mistakes students make in interviews that would be best to avoid? Or other experiences?
Answer 1: Especially if they develop a rapport with the interviewer, they will go into their personal situations that interviewers don't really want to know anyway. And they kind of forget why they are there and that is to provide the interviewer with as much information as possible about their education and work experience, so the interviewer can make a decision.
Answer 2: We (as interviewers) tend to watch for [negative] comments an applicant might say about former employers and teachers, because if they will say things about them, they will also say them about us or our company to other people.

When asked about how the employers evaluate interviews, the importance of a good attitude and good communication skills were clearly paramount:

It seems in my experience with interviewing that the things I see first are: first, appearance, communication skills, attitude, and manners. That's first. Then, once all that's out of the way, can they type?

It's finding the one with that attitude and personal [manner], not personality, but attitude, appearance, manners and communications skills and desire to work, and not wanting to advance immediately or, you know, be cool. [If] I could go into a high school and give advice, those would be first.

I indicated here attitude is very important; somebody comes in, is anxious to work, willing to work, and willing to learn, then I give him the benefit of the doubt. So I rate attitude pretty high. Secondly, I would look at his education. Did he graduate from high school? Did he have any part time jobs while in high school? In other words, I'm looking for somebody who's got some drive, some initiative, how he handles himself, granted this leeway for the eighteen to twenty-year-old. Other real tangible things--is he going to be trouble maker? Is he negative? pessimistic? is he going to get along well with the employees that we have? not be a rebel? There's a certain amount of individualism that's nice to have but there can be too much, so I try to sort of evaluate them within those areas.

When the subject of overqualification for a job was discussed, there was no clear-cut consensus from employers. As seen in the next two comments, some employers are influenced negatively by overqualification and unrealistic expectations while others are not.

One thing that we did talk about was that expectations make all the difference in the world. If the expectations are too great for the job, you know that there's no way that the individual is going to get from here to there in a small amount of time. That will in fact hurt the applicant. And according to some employers, many of the youth who come in today do expect to be head secretary or whatever in a very short period of time. They really don't appreciate or understand that it is a career endeavor. It takes time to move up.

I mean whenever I hire a clerical person or a student, I want the best I can get. And the fact that they may be overqualified does not stop me at all. Personnel may think something, but, myself, as an employer, if I have to work with somebody, I want the best I can get.

6.4.2 Attitude

Theoretically, one of the desired characteristics that employers look for is a good attitude. This notion was reinforced by employers' own remarks.

Well, the thing that we look at the most as far as being negative is attitude. We're pretty specialized. We want people to come to us because they really want to work for our store. They want to have something to do with our product. See there are a lot of people who have the attitude that "I don't like the job, I just need the money." And we get a lot of those people.

I think what happens in those instances is that you may have two applicants with equal education and work experience, but one of them excels more in the degree of self-confidence, and that one will be hired.

I find this to be one of my biggest complaints about young people coming out of the schools today and that's their attitude coming to the company and to the supervisors. You know they may be bright people--a lot of them are. They may be attractive, their appearance is fine; they're intelligent enough and they know how to do a job; but they want to come in and they are not dependable; they are not loyal; they want the same privileges that I have.

For a young person coming in looking for a job, one has got to have a good attitude. I'd put that almost at the top of my list, right beside, of course, his [sic] skill or his [sic] potential to learn a job. If he comes in here with a bad attitude, I'd reject him, even if he had a high skill level. Because we just don't want the hassle. Nobody wants the hassle. You have another problem that invites itself. The guy shows initiative and a willingness to work, has got a good attitude but lacks the skills, we will take a chance. And if he's got the skill level plus all those attributes, then we'd be even further ahead. But if a guy came in and had a high skill level but had a bad attitude, I wouldn't hire him.

6.4.3 Appearance

An applicant's appearance and dress were definitely considered by employers in formulating their employability decisions, but all in all, employers indicated that these were not significant factors, for the most part. Their comments on this score were these:

Appearance can be deceiving. We have a lot of people who come in with a three-piece suit, which is not always impressive because they're not going to run our store. But someone who comes in with a T-shirt and jeans is not good either.

I think wearing the suit jacket has more the positive reaction to me. But the other outfits didn't have that much of a negative reaction. I just think that wearing a suit jacket shows she might be more future-thinking in terms of her career. We also interview for if they are able to move on to the next job and take on more responsibility.

Though, if I had two people who interviewed very, very equally, and this one came in with the jacket and it was just between those two, I might have a tendency to think that that person that had worn the jacket signified professionalism and interest in advancement and understanding what the business profession is looking for . . . if that became the tie-breaker.

You dress conservatively, have command of the English language, and a good attitude and you will have a better chance than normal. I've seen too many come in with these psychedelic colors (is that the proper term?) the brighter and louder it is, the better it is, and that's exactly the opposite.

6.5 Other Qualitative Data of Interest

6.5.1 Applicant Testing

In several seminars, the subject of the use of testing in the employer search process was discussed. In one or two instances, firms were experimenting with batteries of general intelligence or aptitude tests, but these cases were definitely the exceptions. Most firms do little testing, aside from typing tests. This sampling of comments was typical:

> If it is for sales, we will give them an aptitude test. There is a minimum score requirement so that they cannot claim you're discriminating because of age, sex, or color. We tell them to begin with that it doesn't make any difference whether they are a high school dropout or a college graduate. We hire on aptitude and that is it.
>
> We are getting to the point now where we are starting to give basic grammar and spelling tests, as long as it is job related.
>
> We don't have a typing test for speed, but rather to see if they can set up a letter and punctuation, spelling.
>
> We give typing tests, depending on the job. Speed and accuracy are important for some jobs but not others. All we really care about is accuracy--no spelling corrections are made. The typing test is the only test we give.

6.5.2 Job Performance

Most of the focus of the seminars was on the hiring process, but data were also collected on factors that indicate good or poor job performance. Some of the employers' comments were as follows:

> Question: When you have someone whom you consider to be an outstanding employee, what are the qualities that that person has that typically others would not?
> Answer 1: I think one of the things is that they always seem to be asking for more to do. And others just sit there and look at you.
> Answer 2: I think another one is that they display a certain amount of enthusiasm and a positiveness about themselves and about their job and the company . . . because that rubs on to the rest of the employees, just as a bad attitude would rub off.

Question: What are some of the things that have caused someone to be fired?
Answer: Having to repeat how to do a job over and over. That means their minds are someplace else. It's good to become part of the team.

There are a lot of people who are just satisfied with the status quo. That's all right. There's nothing wrong with that, but yet we'd like to have people who are innovative, if at all possible, and who want to make it a career, but they got to have these attributes, they got to have the attitude and be willing to take responsibility.

6.5.3 Private Sector Training

The typical mode of operation for the employers that participated in this study was to give new employees specific training (formal or informal) on their particular equipment. Applicants who were machine literate or who had prior work experience were perceived as advantageous hires because they were more easily trained. Some comments from the discussions pointed up this employer preference:

Question: Does it matter whether the training is in IBM or whatever specific system you use, or do you just want generic training, a person who can work on a word processor, even if your company does not use this type of system?
Employer: It really does not make any difference because with the system we have--it is a small system--it is just the idea that they have some kind of basic [machine] knowledge.

Half of the training programs in my organization are for people who have had prior training.

First of all, we have a tuition reimbursement program, if someone wants to take the course, and it is job related. We don't pay until after they have completed the course and only if they got a 'C' or better. So that is some incentive on their part. Another thing we do which we have had a lot of success with is for the past couple of years we have been getting a math instructor from CTI. He is not an associate of CTI, he's just there and we pay him some set fee. He's taught geometry, trig, and algebra. You'd be amazed at some of the people that are taking these courses. We had a painter take algebra and he got the highest score in the class. This guy is using this as a vehicle, saying, "Hey, I can do something with this." In fact, he is. We've said, "Hey, Ray is taking algebra." When he ended up with the highest score (he had a 98 or 99 average in the class), he's applied himself, he's moving."

Yes. It costs us $400-$500 a semester and employees have to pay for their other expenses which are nominal. First of all, it's a benefit to the people taking the courses. They can keep that knowledge--no one is able to take that away from them. We hired a sales trainer, but we got him to do more than training for sales. He also trained in attitude.

6.5.4 Influence of Tight Labor Market

Lastly, some employers noted the effect of the business cycle and, in particular, how the tightness of the labor market influenced their behavior:

To be perfectly honest about it, I don't like to hire in today's marketplace. I'd rather have the problem of finding a qualified person than having the problem of an overabundance of qualified people and finding a qualified person that wants to do the job. When people are unemployed, they will agree to anything. They may be 100 percent qualified, but after the honeymoon of the job wears off and they don't like what they are doing, the error rate goes up and productivity goes down. You have problems. So I don't like to hire nowadays.

A year ago I would have been much more tolerant than I am today because of the greater number of choices that we have to choose from. Today, we would not have to deal with that, because there would be someone who was interested in a job and who would be more likely to stay on the job. I know my attitude has changed considerably. And so today, I'm much tougher than I was before. Because you have to be. You have to be.

7. CONCLUSIONS AND RECOMMENDATIONS

The primary purpose of this study is to assign to various attributes of youthful job applicants the relative importance of each attribute in the hiring decisions of employers. As such, the major focus of the conclusions and recommendations emanating from the study was targeted to youth and/or guidance or youth counselors. However, in the course of analyzing the quantitative and qualitative data, several findings relevant to employers and school administrators emerged. This chapter presents conclusions and recommendations categorized by the three target audiences--youthful job applicants, employers, and school administrators.

7.1 Conclusions and Recommendations for Youthful Job Applicants and Youth/Guidance Counselors

The labor market for entry-level jobs is analogous to a lottery; employers "buy" tickets and take their chances on given applicants. These tickets are not identical, however, since employers have learned that certain characteristics are more likely to be associated with a winner (i.e., a productive worker) than others. From the perspective of an applicant, the question is how to induce an employer to buy the applicant's ticket. The acquisition of certain skills or knowledge by the applicants is rewarded by an improvement in perceived employability. Attending certain schools is similarly rewarded, as is part-time work experience, and other positively perceived activities. When screening applicants for a job, employers offer an interview to the applicants they perceive as having the highest levels of employability.

But each activity undertaken to earn employability enhancement requires time and resources. And those resources could be spent in other employability development activities (or in leisure). Economists refer to these costs as opportunity costs. A youth could hold a part-time job, which means less time

devoted to academic achievement or extracurricular activities. The young person could decide to go on to a vocational program in a junior or community college after graduating from high school, or to enter the labor market directly at that time without further schooling. The implications of these sorts of decisions on employability need to be considered.

The results of the study provide guidance. First of all, the study indicates there are important characteristics of the job search process that allow (youthful applicants to improve their perceived employability at very low cost. Neatness on the application form (and in cover letters) is one of the most important variables that employers use to screen applicants for interviews for more consideration. Other things being equal, the estimates derived in this study indicate that filling out an application in a sloppy fashion decreases an applicant's employability by an amount equal to 2.0 grade points (from A- to C-, for example) or by an amount that totally offsets having had job experience. Besides neatness considerations, if youth feel that their resume is weak on job experience, they should present baby-sitting or yardwork experience to demonstrate some past job responsibility.

Interview behavior is crucial in the job search process. Analysis of the interview data and discussions with employers indicate how easy it is to jeoparadize employability by not being punctual, by dressing inappropriately, by having a poor attitude, or by using inappropriate grammar in an interview. Signals of a bad attitude are negative comments about a previous employer or teacher or being overly ambitious--expecting rapid promotion or to own your own business.

Presenting a neat, full resume and exhibiting appropriate behavior at an interview can be accomplished with only minimal effort in time and resources.

Other aspects of employability development are acquired over a longer time horizon and require consideration of expensive choices. Not surprisingly, the study reaffirms the importance of finishing high school. Having a diploma is the single most important explanatory variable in models of employability rating for all occupations and job descriptions. But the study quantified the importance of other aspects of schooling as well. Achievement as measured by grade point averages was rewarded with large and significant weight. Both high school and postsecondary grade point effects were large and significant, but with the exception of the machine trades respondents, the coefficients on the high school grade point variable were greater than postsecondary GPA. The relevance of the applicants' high school major/program and postsecondary program to the job were also highly significant. Other things being equal, irrelevant programs of study cost applicants between one and two grade points an A- student with an irrelevant major appears approximately as employable as an otherwise identical student with a relevant major and C+ average.

Employers were consistent in their ratings and comments during the discussion periods about cooperative education programs. In the estimates of employers, having participated in such a program had a significant, positive influence. If the program was relevant to the job, the combined coefficients of co-op participation and relevant high school program are about as powerful as having had any job experience.

Vocational skills are also important determinants of employability. Eighty-six percent of respondents indicated that the item "specific vocational skills" was important in narrowing applicant pool, and, furthermore it was the highest ranked item out of twenty-five in terms of criticalness in shaping the final decisions. It should be mentioned that the largest subsample of

employers in the study were those that hired clerical workers, and, of course, typing speed is an important skill in clerical occupations. Nevertheless, the strength of the vocational skills characteristics spanned all employers. In applying for a clerical job, having a typing speed faster by ten words per minute improves employability about the same amount as any attendance at a postsecondary setting.

The other major form of human capital attainment which the hypothetical youthful job candidates comprising the applicant pools in this study could choose to pursue is part-time or summer job experience. Having held at least one job gives an applicant a significant advantage over a competitor who has never held a job. If the part-time job is relevant, the combined effect sums to a relative weight that approximates that of having a high school diploma. For all three occupations, reporting that two or more prior jobs ended because of quitting reduces an applicant's employability rating. In a measure of the effect, two or more reported quits offset the advantage that participating in a co-op program would bring, or they approximate the difference between a B- and a C- in high school.

The amount of prior work experience is not a significant determinant of employability. But in some of the models, the number of jobs and having an employment gap are significantly negative factors.

Following up on the gaps variable, another notable finding of the study is that having a "good" explanation for an employment gap--volunteer work or additional training--can cause an applicant to be rated higher than a job applicant with no gap at all. The clear implication is that youths who are having difficulty finding a job should strongly consider alternative constructive uses of their time, such as training programs.

7.2 Conclusions and Recommendations for Employers

In formulating their recruitment and hiring strategies, firms must make resource allocation decisions and be concerned about the profitability of their actions. Large firms and firms that have been in existence for a long time have made numerous hires and their decision making has withstood the test of the marketplace. In fact, an underlying assumption beneath this study is that employers' hiring decisions are consistent enough that we can generalize to a larger population from the behavior of a small number who were observed. It is thus somewhat presumptuous to issue recommendations to all employers. Nevertheless, the study did produce certain results that may be of use to some employers. Four such conclusions are as follows:

- To the extent that we were able to control other variables, the personal characteristics of the application reviewer influenced significantly the hiring priority index assigned to the applicant. Males, blacks, and older individuals tended to be more liberal in their evaluations of the black youth they were asked to assess.
- Almost unanimously, employers who had experience with a cooperative education student were enthusiastic about the experience and if a hire ensued, were pleased with the outcome.
- An interviewer's assessment of an applicant's work experience and education is partially determined by the youth's behavior during the interview.
- Despite protestations about the unreliability of and difficulty of getting reference checks, about 80 percent of employers reported making such checks. When one considers how little the costs to make a reference check are and how expensive a hiring mistatch can be, it seems that reference checking is an efficient and recommended personnel policy procedure.

7.3 Conclusions and Recommendations for School Administrators and Policymakers

A subsidiary purpose of the study is to be a conduit between employers and schools, particularly in the area of employability development. It is

important for schools to take into account employers' opinions, since the economic success and job security of the schools' students depend on the degree to which they are able to fulfill employer expectations. As reported in the chapter presenting qualitative data, employers did have some positive suggestions. The comment that comes immediately to mind is that more emphasis should be put into teaching concepts as opposed to training on particular equipment. The comment was made in the context of data processing where it is suggested that the concepts of data organization and retrieval be taught rather than programming. Furthermore, employers felt that it might be feasible to get more employer involvement in the selection of training equipment. Active advisory councils may also be a useful source of involvement.

Even though the employer seminars were held much in advance of the publicity over schooling quality generated by the National Commission on Excellence in Education's report, A Nation at Risk, the seminar participants made numerous comments about the low retention of or lack of basic skills of their job applicants. This suggests that employers should be strong advocates of any educational reforms that move toward improving basic skills.

The results concerning the importance of the presentation of an applicant's resume and the importance of appropriate interview behavior suggest that job search techniques may be an appropriate curriculum item in schools. Finally, job experience and participation in co-op programs are important determinants of a youth's employability. Thus, schools should promote co-op programs and should actively develop employer interest and participation in them.

APPENDIX A

EXAMPLES OF HANDWRITTEN AND PRINTED APPLICATIONS

APPLICANT # 1

EDUCATIONAL RECORD

HIGH SCHOOL ATTENDED: Upper Arlington H. S. MAJOR/PROGRAM: General
DATES ATTENDED: Sept 78 to May 82 GRADE AVERAGE: B- DIPLOMA: ☐ YES ☒ NO

WORK HISTORY

EMPLOYER: Forge Manufacturing Firm EMPLOYED FROM: April 1982
POSITION: Office Helper TO: June 1982
JOB DUTIES: Filed records, sorted & delivered mail, typed invoices
REASON FOR LEAVING: Left for a better job

EMPLOYER: Small Manufacturing Firm EMPLOYED FROM: November 81
POSITION: Office Helper TO: April 82
JOB DUTIES: Filed records sorted & delivered mail, typed invoices
REASON FOR LEAVING: Left for a better job

EMPLOYER: Forge Manufacturing Firm EMPLOYED FROM: May 1981
POSITION: Office Helper TO: August 1981
JOB DUTIES: Filed records, sorted & delivered mail, typed invoices
REASON FOR LEAVING: It was a temporary job

EMPLOYER: County Auto Title Dept EMPLOYED FROM: October 1980
POSITION: Office Helper TO: January 1981
JOB DUTIES: Filed records sorted & delivered mail, typed invoices
REASON FOR LEAVING: Left for a better job

EMPLOYER: EMPLOYED FROM:
POSITION: TO:
JOB DUTIES:
REASON FOR LEAVING:

FRIENDS WORKING AT ORGANIZATION ☐ YES ☒ NO
CURRENT EMPLOYMENT STATUS ☐ EMPLOYED ☒ UNEMPLOYED

OVER FOR ADDITIONAL WORK HISTORY

FOR OFFICE USE: 1. TESTED TYPING SPEED: 57
2. ELIGIBLE FOR TJTC: ☐ YES ☒ NO

HIRING PRIORITY INDEX				
0 . .	50 . .	100 . .	150 . .	200
	Worst Hired	Average Hire	Best Hired	

YOUR SCORE FOR APPLICANT

APPLICANT # 4

EDUCATIONAL RECORD

HIGH SCHOOL ATTENDED: Central High School MAJOR/PROGRAM: General
DATES ATTENDED: Sept. 78 to May 80 GRADE AVERAGE: C- DIPLOMA: ☐ YES ☒ NO

WORK HISTORY

EMPLOYER: Small Manufacturing Firm EMPLOYED FROM: May 1982
POSITION: Office Helper TO: June 1982
JOB DUTIES: Filed records, sorted + delivered mail, typed invoices.
REASON FOR LEAVING: Quit.

EMPLOYER: County Auto Title Dept. EMPLOYED FROM: September 1981
POSITION: Office Helper TO: January 1982
JOB DUTIES: Filed records, sorted + delivered mail, typed invoices.
REASON FOR LEAVING: Quit.

EMPLOYER: Large Manufacturing Firm EMPLOYED FROM: December 1980
POSITION: Office Helper TO: May 1981
JOB DUTIES: Filed records, sorted + delivered mail, typed invoices.
REASON FOR LEAVING: Quit.

EMPLOYER: County Auto Title Dept. EMPLOYED FROM: June 1980
POSITION: Office Helper TO: September 1980
JOB DUTIES: Filed records, sorted + delivered mail, typed invoices.
REASON FOR LEAVING: Quit.

EMPLOYER: EMPLOYED FROM:
POSITION: TO:
JOB DUTIES:
REASON FOR LEAVING:

FRIENDS WORKING AT ORGANIZATION ☒ YES ☐ NO
CURRENT EMPLOYMENT STATUS ☒ EMPLOYED ☐ UNEMPLOYED

OVER FOR ADDITIONAL WORK HISTORY

FOR OFFICE USE: 1. TESTED TYPING SPEED: 41
2. ELIGIBLE FOR TJTC: ☒ YES ☐ NO

HIRING PRIORITY INDEX				
0 . .	50 . .	100 . .	150 . .	200
	Worst Hired	Average Hire	Best Hires	

YOUR SCORE FOR APPLICANT

126

APPLICANT #200 **EDUCATIONAL RECORD**

HIGH SCHOOL ATTENDED: Wehrle High School MAJOR/PROGRAM: College Prep.
DATES ATTENDED: Sept 78 - May 82 GRADE AVERAGE: C- DIPLOMA: ☒ YES ☐ NO

WORK HISTORY

EMPLOYER: Taco Tico Restaurant EMPLOYED FROM: Sept 1981
POSITION: Food Service Workes TO: June 1982
JOB DUTIES: Prepared soft drinks, sandwiches, served food, cleaned/reset tables.
REASON FOR LEAVING: Left to find a full time job.

EMPLOYER: County Govt. Office EMPLOYED FROM: June 1981
POSITION: Office Helper TO: Aug. 1981
JOB DUTIES: Filed records, sorted and delivered mail, answered Phone.
REASON FOR LEAVING: Went back to school

EMPLOYER: County Govt. Office EMPLOYED FROM: Sept. 1980
POSITION: Office Helper TO: June 1981
JOB DUTIES: Filed records, sorted and delivered mail, answered phone.
REASON FOR LEAVING: Left looking for a full-time job

EMPLOYER: County Govt. Office EMPLOYED FROM: June 1980
POSITION: Office Helper TO: Aug. 1980
JOB DUTIES: Filed records, sorted and delivered mail, answered phone.
REASON FOR LEAVING: Went back to school.

EMPLOYER: _____ EMPLOYED FROM: _____
POSITION: _____ TO: _____
JOB DUTIES: _____
REASON FOR LEAVING: _____

FRIENDS WORKING AT ORGANIZATION ☒ YES ☐ NO
CURRENT EMPLOYMENT STATUS ☐ EMPLOYED ☒ UNEMPLOYED

OVER FOR ADDITIONAL WORK HISTORY

FOR OFFICE USE: 1. TESTED TYPING SPEED: 56
2. ELIGIBLE FOR TJTC: ☒ YES ☐ NO

HIRING PRIORITY INDEX				
0 . .	50 . .	100 . .	150 . .	200
	Worst Hired	Average Hire	Best Hired	

YOUR SCORE FOR APPLICANT

APPLICANT # 229 *EDUCATIONAL RECORD**

HIGH SCHOOL ATTENDED: Upper Arlington H. S. MAJOR/PROGRAM: Office Education
DATES ATTENDED: Sept 1978 - May 1982 GRADE AVERAGE: A- DIPLOMA: ☑ YES ☐ NO

WORK HISTORY

EMPLOYER: Fast Food Restaurant EMPLOYED FROM: Sept 1981
POSITION: Food Service Worker TO: June 1982
JOB DUTIES: Prepared soft drinks sandwiches
Served food cleaned / reset tables
REASON FOR LEAVING: Left looking for a full time job

EMPLOYER: _____ EMPLOYED FROM: _____
POSITION: _____ TO: _____
JOB DUTIES: _____
REASON FOR LEAVING: _____

EMPLOYER: _____ EMPLOYED FROM: _____
POSITION: _____ TO: _____
JOB DUTIES: _____
REASON FOR LEAVING: _____

EMPLOYER: _____ EMPLOYED FROM: _____
POSITION: _____ TO: _____
JOB DUTIES: _____
REASON FOR LEAVING: _____

EMPLOYER: _____ EMPLOYED FROM: _____
POSITION: _____ TO: _____
JOB DUTIES: _____
REASON FOR LEAVING: _____

FRIENDS WORKING AT ORGANIZATION ☑ YES ☐ NO
CURRENT EMPLOYMENT STATUS ☐ EMPLOYED ☑ UNEMPLOYED

OVER FOR ADDITIONAL WORK HISTORY

FOR OFFICE USE: 1. TESTED TYPING SPEED: 59
2. ELIGIBLE FOR TJTC: ☒ YES ☐ NO

HIRING PRIORITY INDEX
0 . . 50 . . 100 . . 150 . . 200
Worst Hired | Average Hire | Best Hired

YOUR SCORE FOR APPLICANT

128

APPLICANT #530

EDUCATIONAL RECORD

SCHOOL ATTENDED: Central High School	
MAJOR/PROGRAM: Office Education	GRADE AVERAGE: B-
DATES OF ATTENDANCE: Sept. 1978 - May 1982	DIPLOMA/DEGREE: Yes.
POST SECONDARY SCHOOL ATTENDED:	
MAJOR/PROGRAM:	GRADE AVERAGE:
DATES OF ATTENDANCE:	DIPLOMA/DEGREE:

WORK HISTORY

EMPLOYER: School Cafeteria	EMPLOYED FROM: Sept. 1981
POSITION: Food Service Worker	TO: June 1982
DUTIES: Prepared soft drinks,sandwiches,served food,cleaned/reset tables.	
REASON FOR LEAVING: Left to look for a full-time job	EMPLOYED: Part-time
EMPLOYER: Fast Food Restaurant	EMPLOYED FROM: June 1981
POSITION: Food Service Worker	TO: Aug. 1981
DUTIES: Prepared soft drinks,sandwiches,served food,cleaned/reset tables.	
REASON FOR LEAVING: Went back to school	EMPLOYED: Full-time
EMPLOYER: Fast Food Restaurant	EMPLOYED FROM: Sept. 1980
POSITION: Food Service Worker	TO: June 1981
DUTIES: Prepared soft drinks,sandwiches,served food,cleaned/reset tables.	
REASON FOR LEAVING: Left to look for a full-time job	EMPLOYED: Part-time
EMPLOYER: School Cafeteria	EMPLOYED FROM: June 1980
POSITION: Food Service Worker	TO: Aug. 1980
DUTIES: Prepared soft drinks,sandwiches,served food,cleaned/reset tables.	
REASON FOR LEAVING: Went back to school	EMPLOYED: Full-time

CURRENT EMPLOYMENT STATUS: Unemployed
FRIENDS AT FIRM: no

FOR OFFICE USE: 1. TESTED TYPING SPEED: 41
2. ELIGIBLE FOR TJTC: no

HIRING PRIORITY INDEX	YOUR SCORE FOR APPLICANT
0 . . 50 . . 100 . . 150 . . 200	
WORST HIRED / AVERAGE HIRE / BEST HIRED	

APPLICANT #621

EDUCATIONAL RECORD

SCHOOL ATTENDED: Central High School	
MAJOR/PROGRAM: College Prep	GRADE AVERAGE: A-
DATES OF ATTENDANCE: Sept. 1976 - May 1980	DIPLOMA/DEGREE: Yes.
POST SECONDARY SCHOOL ATTENDED: Columbus Technical Institute	
MAJOR/PROGRAM: Clerical	GRADE AVERAGE: A-
DATES OF ATTENDANCE: Sept. 1980 - May 1982	DIPLOMA/DEGREE: Yes

WORK HISTORY

EMPLOYER: School Cafeteria	EMPLOYED FROM: June 1979
POSITION: Food Service Worker	TO: Aug. 1979
DUTIES: Prepared soft drinks,sandwiches,served food,cleaned/reset tables.	
REASON FOR LEAVING: Went back to school	EMPLOYED: Full-time
EMPLOYER: Fast Food Restaurant	EMPLOYED FROM: June 1978
POSITION: Food Service Worker	TO: Aug. 1978
DUTIES: Prepared soft drinks,sandwiches,served food,cleaned/reset tables.	
REASON FOR LEAVING: Went back to school	EMPLOYED: Full-time
EMPLOYER:	EMPLOYED FROM:
POSITION:	TO:
DUTIES:	
REASON FOR LEAVING:	EMPLOYED:
EMPLOYER:	EMPLOYED FROM:
POSITION:	TO:
DUTIES:	
REASON FOR LEAVING:	EMPLOYED:

CURRENT EMPLOYMENT STATUS: Unemployed
FRIENDS AT FIRM: no

FOR OFFICE USE: 1. TESTED TYPING SPEED: 59
2. ELIGIBLE FOR TJTC: no

HIRING PRIORITY INDEX	YOUR SCORE FOR APPLICANT
0 . . 50 . . 100 . . 150 . . 200	
WORST HIRED / AVERAGE HIRE / BEST HIRED	

APPLICANT #1104

EDUCATIONAL RECORD

SCHOOL ATTENDED: Upper Arlington H.S.	
MAJOR/PROGRAM: CO-OP Distributive Education	GRADE AVERAGE: A-
DATES OF ATTENDANCE: Sept. 1976 - May 1980	DIPLOMA/DEGREE: Yes.
POST SECONDARY SCHOOL ATTENDED: Columbus Business University	
MAJOR/PROGRAM: Marketing	GRADE AVERAGE: A-
DATES OF ATTENDANCE: Sept. 1980 - May 1981	DIPLOMA/DEGREE: No.

WORK HISTORY

EMPLOYER: Small Department Store	EMPLOYED FROM: June 1980
POSITION: Sales Helper	TO: Aug. 1980
DUTIES: Stocked shelves,showed products to customers,put prices on goods.	
REASON FOR LEAVING: Was a temporary job	EMPLOYED: Full-time
EMPLOYER: Large Department Store	EMPLOYED FROM: Sept. 1979
POSITION: Sales Helper	TO: June 1980
DUTIES: Stocked shelves,showed products to customers,put prices on goods.	
REASON FOR LEAVING: Left to look for a full-time job	EMPLOYED: Part-time
EMPLOYER: Large Department Store	EMPLOYED FROM: June 1979
POSITION: Sales Helper	TO: Aug. 1979
DUTIES: Stocked shelves,showed products to customers,put prices on goods.	
REASON FOR LEAVING: Went back to school	EMPLOYED: Full-time
EMPLOYER: Small Department Store	EMPLOYED FROM: Sept. 1978
POSITION: Sales Helper	TO: June 1979
DUTIES: Stocked shelves,showed products to customers,put prices on goods.	
REASON FOR LEAVING: Left to look for a full-time job	EMPLOYED: Part-time
EMPLOYER:	EMPLOYED FROM: June 1978
POSITION:	TO: Aug. 1978
DUTIES:	
REASON FOR LEAVING: Went back to school	EMPLOYED: Full-time

CURRENT EMPLOYMENT STATUS: Unemployed
NOTE: Friend(s) at firm

TYPING SPEED: 41
ELIGIBLE FOR TJTC: No

HIRING PRIORITY INDEX	YOUR SCORE FOR APPLICANT
0 . . 50 . . 100 . . 150 . . 200	
WORST HIRED / AVERAGE HIRE / BEST HIRED	

APPENDIX B

JOB APPLICATIONS AND CORRESPONDING SCRIPTS FOR VIDEOTAPE INTERVIEWS

APPLICANT # C *EDUCATIONAL RECORD** Clerical Application
No Work Gap

HIGH SCHOOL ATTENDED: Central MAJOR/PROGRAM: Business & Office
DATES ATTENDED: 1977-1980 GRADE AVERAGE: B DIPLOMA: [x] YES [ ] NO

WORK HISTORY

EMPLOYER: Small Retail Firm EMPLOYED FROM: June 1981
POSITION: Office Helper TO: June 1982
JOB DUTIES: Filed records, sorted, and delivered mail
REASON FOR LEAVING: Laid off

EMPLOYER: Small Manufacturing Firm EMPLOYED FROM: Dec. 1980
POSITION: Office Helper TO: June 1981
JOB DUTIES: Filed records, sorted, and delivered mail
REASON FOR LEAVING: Better job

EMPLOYER: Small Retail Firm EMPLOYED FROM: Sept. 1980
POSITION: Office Helper TO: Dec. 1980
JOB DUTIES: Filed records, sorted, and delivered mail
REASON FOR LEAVING: Better job

EMPLOYER: EMPLOYED FROM:
POSITION: TO:
JOB DUTIES:
REASON FOR LEAVING:

EMPLOYER: EMPLOYED FROM:
POSITION: TO:
JOB DUTIES:
REASON FOR LEAVING:

FRIENDS WORKING AT ORGANIZATION [ ] YES [x] NO
CURRENT EMPLOYMENT STATUS [ ] EMPLOYED [x] UNEMPLOYED

OVER FOR ADDITIONAL WORK HISTORY

FOR OFFICE USE: 1. TESTED TYPING SPEED: 55
2. ELIGIBLE FOR TJTC: [ ] YES [x] NO

HIRING PRIORITY INDEX
0 . . 50 . . 100 . . 150 . . 200
Worst Hired | Average Hire | Best Hired

YOUR SCORE FOR APPLICANT

VIEDOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK RECORD (CLERICAL)

(Used in "no inappropriate behavior," "inappropriate appearance," and "poor nonverbal behavior")

INTERVIEWER: We have covered your educational background, now I would like to take a look at your work experience. I have your employment record here on the application, but I would like for you to talk a little about the jobs you have had and the work you have done.

INTERVIEWEE: I have had some varied work experiences. After completing high school, I enrolled in a community college secretarial course. Because of money problems and not getting what I wanted from my classes, I left school and went to work as a receptionist/file clerk. After about three months of that, I had an opportunity to move to another company to work in a secretarial pool doing mostly straight typing. I enjoyed working in the typing pool and worked there for about six months. The company went to word processing and I felt very uncomfortable working with all that new equipment. I realize now that word processing can improve my work and I would welcome an opportunity to learn it. At that time one of the executives in the company decided to go out on her own and asked me to go as her secretary. I moved to that job and have been in it for about one year. Now my boss finds she can not make it on her own and is going with a large company. That leaves me looking for a job. I feel all of my experiences have given me good preparation for a secretarial position. I hope you will have a spot for me in this company.

INTERVIEWER: What are your plans for the future?

INTERVIEWEE: I would like to get enough experience and training to become an executive secretary. For now, I just want to become a very good secretary.

INTERVIEWER: Thank you.

VIEDOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK RECORD (CLERICAL)
(Used in "inappropriate language")

INTERVIEWER: We have covered your educational background, now I would like to take a look at your work experience. I have your employment record here on the application, but I would like for you to talk a little about the jobs you have had and the work you have done.

INTERVIEWEE: Yeah, I done a lot of work. Uh, after high school, I went to college to this secretary course. But, um, I just couldn't afford it, so I had ta quit, and, uh, went to work as a receptionist/file clerk. It was all right. Then I got another job in a secretarial pool. Um, it was all right too, I s'pose, and I, uh, had a lot of straight typing. It was pretty nice. Then after a few months, the company went to word processing. I just couldn't dig that, you know. They had a lot of new equipment and stuff I just wasn't into. So, um, I quit there, and I found out that one of the bosses was going off to her own business, so she asked me if I wanted to come along as her own secretary, and I said, oh yeah, why not? So, um, I went with her, and stayed about a year. And she couldn't afford to stay in business for herself, you know, so she had to go back to the large company. So that left me without a job.

INTERVIEWER: What are your plans for the future?

INTERVIEWEE: I would like to get enough experience and training to become an executive secretary. For now, I just want to become a very good secretary.

INTERVIEWER: Thank you.

VIEDOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK RECORD (CLERICAL)
(Used in "bad attitude")

INTERVIEWER: We have covered your educational background, now I would like to take a look at your work experience. I have your employment record here on the application, but I would like for you to talk a little about the jobs you have had and the work you have done.

INTERVIEWEE: After high school, my folks decided I better go to college. So I went and took a secretarial course, you know. I didn't know what else to take! But it cost too much and I just didn't like it, didn't like the school at all, so I just decided to go to work right away. And I was a receptionist/file clerk for awhile. Then I didn't like that job anyway. They fired me. So I went off to another company and worked in a secretarial pool. Now that was all right. I can dig that. Then they went to word processing, and I didn't know a thing about word processing, jack, so I said I just can't get into that. Then I found out that one of the bosses was booking her own gig and she asked me to come along as her secretary. So I said sure; what else was I going to do? So I went with her for about a year. And now, she's going back to work for the big company. She's going back to work for the man. She can't afford to stay on her own. So I'm unemployed.

INTERVIEWER: Like before.

INTERVIEWEE: I could get any job, but people just aren't hiring executive secretaries, so I guess I will just be a plain old secretary.

INTERVIEWER: Thank you.

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APPLICANT # CG *EDUCATIONAL RECORD** Clerical Application Work Gap

HIGH SCHOOL ATTENDED: Central MAJOR/PROGRAM: Business & Office

DATES ATTENDED: 1977-1980 GRADE AVERAGE: B DIPLOMA: [x] YES [ ] NO

WORK HISTORY

EMPLOYER: Small Retail Firm EMPLOYED FROM: June 1981

POSITION: Office Helper TO: Jan. 1982

JOB DUTIES: Filed records, sorted, and delivered mail

REASON FOR LEAVING: Laid off

EMPLOYER: Small Manufacturing Firm EMPLOYED FROM: Dec. 1980

POSITION: Office Helper TO: June 1981

JOB DUTIES: Filed records, sorted, and delivered mail

REASON FOR LEAVING: Better job

EMPLOYER: Small Retail Firm EMPLOYED FROM: Sept.1980

POSITION: Office Helper TO: Dec. 1980

JOB DUTIES: Filed records, sorted, and delivered mail

REASON FOR LEAVING: Better job

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

FRIENDS WORKING AT ORGANIZATION [ ] YES [x] NO

CURRENT EMPLOYMENT STATUS [ ] EMPLOYED [x] UNEMPLOYED

OVER FOR ADDITIONAL WORK HISTORY

FOR OFFICE USE: 1. TESTED TYPING SPEED: 55

2. ELIGIBLE FOR TJTC: [ ] YES [x] NO

HIRING PRIORITY INDEX				
0 . .	50 . .	100 . .	150 . .	200
	Worst Hired	Average Hire	Best Hired	

YOUR SCORE FOR APPLICANT

VIEDOTAPE INTERVIEW SCRIPT
GAP IN WORK RECORD (CLERICAL)
("Good" and "poor" explanations)

INTERVIEWER: We have covered your educational background, now I would like to take a look at your work experience. I have your employment record here on the application, but I would like for you to talk a little about the jobs you have had and the work you have done.

INTERVIEWEE: I have some varied work experiences. After completing high school, I enrolled in a community college secretarial course. Because of money problems and not getting what I wanted from my classes, I left school and went to work as a receptionist/file clerk. After about three months of that, I had an opportunity to move to another company to work in a secretarial pool doing mostly straight typing. I enjoyed working in the typing pool and worked there for about six months. The company went to word processing and I felt very uncomfortable working with all that new equipment. I realize now that word processing can improve my work and I would welcome an opportunity to learn it. At that time, one of the executives in the company decided to go out on her own and asked me to go as her secretary. I moved to that job and was in it for about six months, when my boss found she could not make it on her own and went back to the large company. That left me looking for a job. I feel all these experiences have given me good preparation for a secretarial position. I hope you have a spot for me in this company.

INTERVIEWER: What part of your experience did you enjoy most and which least?

INTERVIEWEE: I think I like the private secretary work most and would have liked to continue if possible. What I liked least was working as a receptionist. I enjoy typing and making work look attractive.

INTERVIEWER: I noticed from your application that you have been out of work for the last six months. Would you please explain what you were doing during that time and period?

"GOOD" OR REASONABLE EXPLANATION:

INTERVIEWEE: Yes, I would be happy to explain. When my boss went with another company, I was out of work. In order to stretch my unemployment compensation, I moved back in with my family. I have searched for a job on a regular basis. I have mailed applications and had personal interviews but, as you know, jobs are scarce and I have not been successful in becoming employed. I called my high school typing teacher and she lets me come in every Thursday afternoon so I have been able to keep up my typing skills.

"POOR" OR LESS THAN DESIRABLE EXPLANATION:

INTERVIEWEE: Yes, I would be happy to explain. I had some unemployment compensation coming and have always wanted to see some other parts of the country. I went with some friends to Colorado and we stayed there during the ski season. I did a lot of skiing and made many new friends. Now my unemployment compensation has run out and I have to find a job.

INTERVIEWER: Thank you.

APPLICANT # R

EDUCATIONAL RECORD

Retail Application
No Work Gap

HIGH SCHOOL ATTENDED: Central MAJOR/PROGRAM: Distributive Education

DATES ATTENDED: 1977-198/ GRADE AVERAGE: B DIPLOMA: [X] YES [ ] NO

WORK HISTORY

EMPLOYER: Large Department Store EMPLOYED FROM: May 1982

POSITION: Sales Helper TO: June 1982

JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods

REASON FOR LEAVING:

EMPLOYER: Small Department Store EMPLOYED FROM: May 1981

POSITION: Sales Helper TO: May 1982

JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods

REASON FOR LEAVING: Laid off

EMPLOYER: Small Department Store EMPLOYED FROM: September 1980

POSITION: Sales Helper (part-time) TO: May 1981

JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods

REASON FOR LEAVING: To full-time job

EMPLOYER: Large Department Store EMPLOYED FROM: September 1979

POSITION: Sales Helper (part-time) TO: May 1980

JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods

REASON FOR LEAVING: Temporary job

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

FRIENDS WORKING AT ORGANIZATION [ ] YES [X] NO

CURRENT EMPLOYMENT STATUS [ ] EMPLOYED [X] UNEMPLOYED

OVER FOR ADDITIONAL WORK HISTORY

FOR OFFICE USE: 1. TESTED TYPING SPEED: 55

2. ELIGIBLE FOR TJTC: [ ] YES [X] NO

HIRING PRIORITY INDEX				
0 . .	50 . .	100 . .	150 . .	200
	Worst Hired	Average Hire	Best Hired	

YOUR SCORE FOR APPLICANT

VIDEOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK EXPERIENCE (RETAIL)

(Used in "no inappropriate behavior," "inappropriate appearance," and "poor nonverbal behavior")

INTERVIEWER: In considering you for a position in sales, it is important that we know about both your education and work experience. I think we have covered your schooling, but now I would like for you to tell me about your work experience.

INTERVIEWEE: Yes, as I mentioned earlier, I had some very worthwhile work experience while still in high school. As part of my distributive education program, I worked part-time my last two years in school and full-time in the summers.

I started as a stock person in our local supermarket. In this job I stamped prices on items and placed them on shelves. After about three months I was moved to the cashier-checker position. I greeted customers, entered prices into the cash register and made change. Sometimes I helped with sacking the groceries. I worked at this job the rest of my Junior year in school. During the summer I did grass cutting and other odd jobs I could get.

My senior year I was placed in a men's clothing shop. After learning the stock and company rules, I worked as a salesperson. I enjoyed this job very much and felt I learned a great deal. After graduation from high school, I continued to work in the clothing shop.

After about one year in this job, the shop where I worked went out of business. After job hunting for about two weeks, I went to work for a large department store. I have worked in several departments as a salesperson--children's clothing, appliances, and shoes. I feel that experience has been

very worthwhile and I have learned a lot about selling. I am applying with your company because I would like to get back into selling men's clothing. Do you have other questions?

INTERVIEWER: Yes, I would like to know what your plans are for the future.

INTERVIEWEE: Eventually, I would like to own my own shop but for now I would be happy with a sales position.

INTERVIEWER: Thank you.

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VIDEOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK RECORD (RETAIL)
(Used in "inappropriate language")

INTERVIEWER: In considering you for a position in sales, it is important that we know about both your education and work experience. I think we have covered your schooling, but now I would like for you to tell me about your work experience.

INTERVIEWEE: Uh, yeah, um, as I mentioned before, I did a lotta good stuff while, you know, I was still in high school. As part of my distributive education program, I was able to work part-time during my junior and senior years and full-time during the summers. So, uh, I started working for, uh, this grocery store. Okay? And I was a stockperson. I did all the stockin' of shelves and stampin' the merchandise. And, uh, after about three months, I became a cashier-checker, see, and like I was able to deal with the customers one on one. You know like dat. You know, I ran a cash register and, uh, I bagged the groceries and stuff. I worked my whole junior year and then during the summer I worked at odd jobs--like cuttin' the grass and stuff like dat.

So, uh, went on to my senior year. I was placed in a men's clothing store. So, like, after learning the stock and company rules—that ain't no problem--like, I worked as a salesperson. And I really liked that job, you know. And after graduation, I continued to work in this store. After about a year, the company went under. See?

So I was looking for a job for about two weeks when I hooked up with a large department store. I worked in several departments such as kids' clothes, appliances, and shoes and stuff like dat. And, uh, they let me go after a decline in business. So I am applying for a job at your company.

INTERVIEWER: Yes, I would like to know what your plans are for the future.

INTERVIEWEE: Eventually, I would like to own my own shop but for now I would be happy with a sales position.

INTERVIEWER: Thank you.

VIDEOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK RECORD (RETAIL)
(Used in "bad attitude")

INTERVIEWER: In considering you for a position in sales, it is important that we know about both your education and work experience. I think we have covered your schooling, but now I would like for you to tell me about your work experience.

INTERVIEWEE: Well, as I told you before, while I was in high school, I had the opportunity to do a lot of good stuff. As part of my distributive education program, I worked part-time my last two years in school and full-time in the summer. So, my first job my junior year was that of a stockperson in a grocery store--a really lowly job, but you know, it was starting off. So I worked there stamping merchandise and stocking the shelves. But three months later, I moved up. I moved up to a position of a cashier/checker. I greeted customers (you know, I have a lot of personality) and I went on to ring up the purchases and bag the groceries. I didn't like that too much, but, you know, it was part of the job. During the summer, I worked odd jobs, 'cause you know, hey, the job situation was kind of bad.

In my senior year, I was placed in a men's clothing store. You know, I was moving up. After learning the stock and company rules, I worked as a salesperson. And, you know, I really got into this job. But as time went on, the store was closed.

So there I was out on the street. Me. For two weeks, I was out looking for a job and then I went to work for a large department store. I worked in a lot of different departments, you know. I worked in childrens' clothing. I worked in the appliance department. I worked in the shoe department. It was

a real drag working in so many departments. After awhile, I couldn't care less about what I was selling. Then after a decline in business, they let me go. So here I am applying for a job with your company. Any questions?

INTERVIEWER: Yes, I would like to know what your plans are for the future.

INTERVIEWEE: Eventually, I would like to own my own shop but for now I would be happy with a sales position.

INTERVIEWER: Thank you.

APPLICANT # RG

EDUCATIONAL RECORD

Retail Application
Work Gap

HIGH SCHOOL ATTENDED: Central MAJOR/PROGRAM: Distributive Education

DATES ATTENDED: 1977-1980 GRADE AVERAGE: B DIPLOMA: [x] YES [ ] NO

WORK HISTORY

EMPLOYER: Large Department Store EMPLOYED FROM: October 1981

POSITION: Sales Helper TO: January 1982

JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods

REASON FOR LEAVING: Laid off

EMPLOYER: Small Department Store EMPLOYED FROM: May 1981

POSITION: Sales Helper TO: October 1981

JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods

REASON FOR LEAVING: Laid off

EMPLOYER: Small Department Store EMPLOYED FROM: September 1980

POSITION: Sales Helper (part-time) TO: May 1981

JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods

REASON FOR LEAVING: To full-time job

EMPLOYER: Large Department Store EMPLOYED FROM: September 1979

POSITION: Sales Helper (part-time) TO: May 1980

JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods

REASON FOR LEAVING: Temporary job

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

FRIENDS WORKING AT ORGANIZATION [ ] YES [x] NO

CURRENT EMPLOYMENT STATUS [ ] EMPLOYED [x] UNEMPLOYED

OVER FOR ADDITIONAL WORK HISTORY

FOR OFFICE USE: 1. TESTED TYPING SPEED: 55

2. ELIGIBLE FOR TJTC: [ ] YES [x] NO

HIRING PRIORITY INDEX

0 . . 50 . . 100 . . 150 . . 200

Worst Hired | Average Hire | Best Hired

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YOUR SCORE FOR APPLICANT

VIDEOTAPE INTERVIEW SCRIPT
GAP IN WORK RECORD (RETAIL)
("Good" and "poor" explanations)

INTERVIEWER: In considering you for a position in sales, it is important that we know about both your education and work experience. I think we have covered your schooling, but now I would like for you to tell me about your work experience.

INTERVIEWEE: Yes, as I mentioned earlier, I had some very worthwhile work experience while still in high school. As part of my distributive education program, I worked part-time my last two years in school and full-time in the summers.

I started as a stockperson in our local supermarket. In this job I stamped prices on items and placed them on shelves. After about three months I was moved to the cashier-checker position. I greeted customers, entered prices into the cash register and made change. Sometimes I helped with sacking the groceries. I worked at this job the rest of my junior year in school. During the summer I cut grass and other odd jobs I could get.

My senior year I was placed in a men's clothing shop. After learning the stock and company rules, I worked as a salesperson. I enjoyed this job very much and felt I learned a great deal. After graduation from high school, I continued to work in the clothing shop.

After about four months working full-time in this job, the shop where I worked went out of business. After job hunting for about two weeks, I went to work for a large department store. I worked in several departments as a salesperson--children's clothing, appliances, and shoes. I feel that experience was very worthwhile and I learned a lot about selling. Business declined

in the department store and since I had been there only a short time, I was let go. I am applying with your company because I would like to get back into selling men's clothing. Do you have other questions?

INTERVIEWER: Yes, If you don't mind, I would like to know more about those six months you have been out of work. What have you been doing during that period?

"GOOD" OR REASONABLE EXPLANATION:

INTERVIEWEE: Certainly, I am happy to explain that period of time. I had some unemployment compensation coming, so in order to stretch that, I moved back in with my family. I have been seeking employment on a regular basis through mailed applications and personal interviews; but, as you know, jobs are very scarce and I have not been successful in getting a job. I have worked as a volunteer salesperson in a goodwill store in my spare time. This helped the store and allowed me to keep and improve my sales skills.

"POOR" OR LESS THAN DESIRABLE EXPLANATION:

INTERVIEWEE: Certainly, I am happy to explain that period of time. I had some unemployment compensation coming and have always wanted to see other parts of the country. I went with some friends to Colorado and we stayed there during the ski season. I did a lot of skiing and made many new friends. Now my unemployment compensation has run out and I have to find a job.

INTERVIEWER: Thank you.

Machine Trades Application--

APPLICANT # M **EDUCATIONAL RECORD**No Work Gap

HIGH SCHOOL ATTENDED: Central MAJOR/PROGRAM: Machine Shop

DATES ATTENDED: 1977-1980 GRADE AVERAGE: B DIPLOMA: [x] YES [ ] NO

WORK HISTORY

EMPLOYER: Small Manufacturing Firm EMPLOYED FROM: May 1980

POSITION: Machinest Helper TO: June 1982

JOB DUTIES: Place rough metal in machine, operate machine, make adjustments

REASON FOR LEAVING: Laid off

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

FRIENDS WORKING AT ORGANIZATION [ ] YES [x] NO

CURRENT EMPLOYMENT STATUS [ ] EMPLOYED [x] UNEMPLOYED

OVER FOR ADDITIONAL WORK HISTORY

OPERATE MACHINES:

FOR OFFICE USE: 1. ELIGIBLE FOR TJTC: [ ] YES [x] NO

HIRING PRIORITY INDEX
0 . . 50 . . 100 . . 150 . . 200
Worst Average Best

YOUR SCORE FOR APPLICANT

VIDEOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK RECORD (MACHINE TRADES)

(Used in "no inappropriate behavior," inappropriate appearance," and "poor nonverbal behavior")

INTERVIEWER: One of the things this company is interested in is the work experience that you have had. I have that information here on your application, but I'd rather have you tell me about it. Start with when you left high school and bring me up to date on the jobs you have had and the work you have done.

INTERVIEWEE: Yes, that would be a period of about two years. When I completed high school I went immediately into a machine shop where I became a helper to an experienced machinist. This gave me an opportunity to practice the application of many things I had learned in my high school machine shop class. After about six months I was raised to machine tool operator, which is a semiskilled position and was earning at the beginning machine operator level. After an additional six months, the company paid my tuition and expenses to attend a night class in numerical control. I continued to work as a machine tool operator and received two raises as my skill and speed increased. The company at that time thought they would go to numerical control. I learned a lot in the class and was eager to get into that type work. About the time I completed training, orders fell off and the company decided not to go numerical control. I continued to work there for about six more months, but as business continued to drop several employees with less time on the job, including myself, were let go.

INTERVIEWER: So you have about two years experience working in a machine shop?

INTERVIEWEE: Yes, sir.

INTERVIEWER: What is your ambition for the future?

INTERVIEWEE: I would like to become an all around machinist as soon as possible and then I would like to go into business for myself.

INTERVIEWER: Thank you.

VIDEOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK RECORD (MACHINE TRADES)
(Used in "inappropriate language")

INTERVIEWER: One of the things this company is interested in is the work experience that you have had. I have that information here on your application, but I'd rather have you tell me about it. Start with when you left high school and bring me up to date on the jobs you have had and the work you have done.

INTERVIEWEE: Right, yeah, that would be about a period a time about two years. Uh, right after I got out of high school, I started working for this, uh, guy who owned this machine shop, all right? And this, you know, gave me a chance to use a lot of things I picked up in high school, you know, right on the job. So, I was working a period of about six months when I started working as a machine tool operator, and, you know, this was a semiskilled position and start paying me at the beginner level. So, I started doing pretty well for myself. Okay? About six months went by and, like, the company sent me to night school and, you know, to take numerical control. See? I continued to work at the machine shop for about another six months and picked up two raises as my speed and skill increased. See? So, like, I really like what I learn in my class, see, and I was really picking up on that numerical control stuff. So at that time, the company thought they were going to go with numerical control, but all of a sudden they decided to drop all of dat and start picking up on orders. 'Cause orders was dropping off, see, and they was doing real bad. So, I had no problem with that. So I continued to work with the company for another six months, but orders was still dropping off, so the company decided to cut a bunch of brothers loose, and I gots let go.

INTERVIEWER: So you have about two-years experience working in a machine shop?

INTERVIEWEE: Yeah, dat's right.

INTERVIEWER: What is your ambition for the future?

INTERVIEWEE: I would like to become an all around machinist as soon as possible and then I would like to go into business for myself.

INTERVIEWER: Thank you.

VIDEOTAPE INTERVIEW SCRIPT
NO RECENT GAP IN WORK RECORD (MACHINE TRADES)
(Used in "bad attitude")

INTERVIEWER: One of the things this company is interested in is the work experience that you have had. I have that information here on your application, but I'd rather have you tell me about it. Start with when you left high school and bring me up to date on the jobs you have had and the work you have done.

INTERVIEWEE: Okay, the old story. That would be a period of about two years. When I got out of high school, I went immediately into a machine shop, where I became a helper to an experienced machinist. Okay, this gave me an opportunity to practice the application of many things I had learned in my high school machine shop class--a lot of things that were kind of boring, but you got to work, right? After about six months, I was raised to machine tool operator and they were ripping me off by only paying me at the beginning level --a semiskilled position, they said. Okay? I was doing really good, but they don't want to give me any credit for anything. But still they decided out of the goodness of their hearts to send me to night school to learn numerical control. You see the comany at that time thought they would go to numerical control equipment. They sent me out because I wasn't making no money, anyway. But hey, I liked it. I really liked the numerical control. But as I continued to work there for another six months, the company decided to give me two raises. But I was the best worker there and I should have gotten more than that; but I only got two raises. Just as I completed my training, they dropped it. Right out of the blue, they decided not to go into numerical control because orders were dropping off. But, hey, it was because they didn't want me moving up so fast. I continued to work for another six months

and I was doing really well, when they brought up this jive about orders dropping off, again. And they let me go, their best worker.

INTERVIEWER: So you have about two-years experience working in a machine shop?

INTERVIEWEE: Yeah, dat's right.

INTERVIEWER: What is your ambition for the future?

INTERVIEWEE: I would like to get some scratch and hire some "bros" and go into business for myself.

INTERVIEWER: Thank you.

Machine Trades Application--
Work Gap

APPLICANT # MG **EDUCATIONAL RECORD**

HIGH SCHOOL ATTENDED: Central MAJOR/PROGRAM: Machine Shop

DATES ATTENDED: 1977-1980 GRADE AVERAGE: B DIPLOMA: [X] YES [ ] NO

WORK HISTORY

EMPLOYER: Small Manufacturing Firm EMPLOYED FROM: May 1980

POSITION: Machinest Helper TO: Jan. 1982

JOB DUTIES: Place rough metal in machine, operate machine, make adjustments

REASON FOR LEAVING: Laid off

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

FRIENDS WORKING AT ORGANIZATION [ ] YES [X] NO

CURRENT EMPLOYMENT STATUS [ ] EMPLOYED [X] UNEMPLOYED

OVER FOR ADDITIONAL WORK HIST.

OPERATE MACHINES:

ELIGIBLE FOR AJTC: [ ] YES [X] NO

HIRING PRIORITY INDEX
0 . . 50 . . 100 . . 150 . . 200
Worst Average Best
Hired Hired Hired

YOUR SCORE FOR APPLICANT

VIDEOTAPE INTERVIEW SCRIPT
GAP IN WORK RECORD (MACHINE TRADES)
("Good" and "poor" explanations)

INTERVIEWER: One of the things this company is interested in is the work experience that you have had. I have that information here on your application, but I'd rather have you tell me about it. Start with when you left high school and bring me up to date on the jobs you have had and the work you have done.

INTERVIEWEE: Yes, that would be a period of about two years. When I completed high school I went immediately into into a machine shop where I became a helper to an experienced machinist. This gave me an opportunity to practice the application of many things I had learned in my high school machine shop class. After about six months I was raised to machine tool operator, which is a semiskilled position and was earning at the beginning machine operator level. After an additional six months, the company paid my tuition and expenses to attend a night class in numerical control. I continued to work as a machine tool operator and received two raises as my skill and speed increased. The company at that time thought they would go to numerical control. I learned a lot in the class and was eager to get into that type work. About the time I completed training, orders fell off and the company decided not to go numerical control. As one of the newest employees, I was let go because of the drop in business.

INTERVIEWER: I notice from your application that you have a gap in your work record from the time you were let go to the present time. Would you, please, explain what you were doing during that time period?

"GOOD" OR REASONABLE EXPLANATION:

INTERVIEWEE: For the year and a half previous to losing my job, I had worked in the machine shop. Because of the sharp decline in orders, some of the people with less senority (including myself) were terminated. Since I had saved some money and had a fund accumulated in the company retirement fund and could draw unemployment compensation, I decided to make some badly needed repairs on a home we had just purchased. I was, of course, seeking employment at this time. I did save money by doing the work myself and now I have a much more comfortable home.

"POOR" OR LESS THAN DESIRABLE EXPLANATION:

INTERVIEWEE: For the year and a half previous to losing my job, I had worked in the machine shop. When I got laid off, I decided to draw my unemployment compensation. I took a bike trip into the north woods and did some fishing and hunting. I saw a lot of beautiful country. Now my unemployment compensation has run out and I have to go back to work.

INTERVIEWER: Thank you.

APPENDIX C

RESPONSE FREQUENCIES FROM QUESTIONNAIRE

Sex:	Male	30
	Female	26
Race:	Black	5
	White	51

Number

Your voluntary participation in this study will be most appreciated and all information you provide will be kept confidential. The responses you give will be used to prepare statistical totals and will not be identified with you or your organization.

SECTION A

I. Firm Characteristics

THE FOLLOWING QUESTIONS REFER TO THE ESTABLISHMENT AT WHICH YOU WORK (OR IF YOU ARE RESPONSIBLE FOR HIRING PEOPLE FOR MORE THAN ONE ESTABLISHMENT THE ESTABLISHMENTS FOR WHICH YOU ARE RESPONSIBLE).

1. How many persons are employed full time in your establishment at the present time?

(0) Less than 10	(6) 30-49	(10) 200-499
(1) 10-19	(9) 50-99	(7) 500-1999
(8) 20-29	(6) 100-199	(7) 2000 or more

2. How many persons are employed part-time in your establishment at present?

(26) Less than 10	(6) 30-49	(0) 200-499
(4) 10-19	(2) 50-99	(5) 500-1999
(5) 20-29	(1) 100-199	(5) 2000 or more

3. Approximately what percent of your full and part-time employees would be classified as retail employees? Median 55 %

4. Approximately what percent of your full time and part-time employees would be classified as white collar (i.e., clerical, sales, managerial, and professional)? Median 80 %

5. Approximately what percent of your retail employees would be classified as buyers, chefs, department managers, or store managers? Median 10 %

6. What is the highest hourly wage received by anyone in one of the above jobs? Median $ 10.00 per hour

7. What percent of the people in these upper level job classifications were first employed by your establishment in an unskilled or semiskilled entry-level position? Median 30 %

8. [not included in this version]

9. Approximately what percent of the full time and part-time employees are under the age of 25? Median 25 %

			Median
10. During the last year, did the total number of employees in your establishment increase, decrease, or stay about the same?	16	Increased by	10 %
	16	Decreased by	7.5 %
	19	Stayed by same	
11. Roughly what percent of your non-supervisory workers are covered by collective bargaining agreements?	0 . . . 47 10 . . . 1 50 . . . 1 60 . . . 1 90 . . . 1		%

12. Does your company have any divisions and subsidiaries in other locations which do their own hiring?

(35) No, GO TO QUESTION 14
(18) Yes, GO TO QUESTION 13

13. What would you estimate the total number of full time and part-time employees is in <u>all</u> the divisions and subsidiaries of your company? (include your own establishment)

( ) 1-49	(1) 100-499	( ) 2000-9999
( ) 50-99	( ) 500-1999	(1) 10,000 or more

Establishment's Hiring Process

THESE QUESTIONS CONCERN YOUR ESTABLISHMENT'S GENERAL HIRING PROCESS FOR (CLERICAL, RETAIL SALES, MACHINISTS) POSITIONS OVER THE PREVIOUS ONE OR TWO YEARS.

14. When your establishment has an opening in an unskilled or semiskilled job, which of the following methods are used to attract applicants? (MARK ALL THAT APPLY)

(25) Ask for referrals from the state employment service
(5) Ask for referrals from employment agency
(0) Ask for referrals from a union
(93) Advertise in media
(12) Display help wanted sign
(30) Announce to current employees that there are openings
(33) Ask for referrals from schools or vocational education institutions
(12) Make other efforts. Please describe _____

_____

(6) We don't solicit applicants because we have enough unsolicited applicants

15. How are telephone inquiries about employment treated--

15A. When there is an opening?
(33) Callers are encouraged to come in and fill out an application
(16) Callers are encouraged if they have skills
(1) Callers are generally discouraged
(3) NA because we have few phone calls

15B. When there is no specific opening?
(24) Callers are encouraged to come in and fill out an application
(14) Callers are encouraged if they have skills
(19) Callers are generally discouraged
(1) NA because we have few phone calls

16. About what percentage of people who come to your establishment <u>without a referral</u> looking for a position similar to the one described are given an application--

16A. When there is an opening?
(49) 95-100%
(1) 76-94%
(2) 51-75%
(0) 26-50%
(1) 6-25%
(1) 0-5%

16B. When there is no specific opening?
(86) 95-100%
(3) 76-94%
(0) 51-75%
(3) 26-50%
(1) 6-25%
(1) 0-5%

IF 16A <u>AND</u> 16B ARE 100% THEN SKIP TO QUESTION 18

17. What is the basis for deciding which persons are allowed to fill out an application?

(7) Don't accept applications if no opening
(0) Applicants need to be referred
(10) People are screened before given an application on (MARK ALL THAT APPLY)
(8) Education
(7) Job training
(7) Experience
(4) Speaking and language ability
(4) Age
(4) General appearance
(1) Other _____

18. About what percentage of people who filled out an application at your firm <u>are referrals from some organization</u> (employment service, employment agency, Community Based Organization, school, union, other employer) <u>that has done some prescreening for you</u>?

(3) 95-100%	(3) 26-50%
(3) 76-94%	(20) 6-25%
(2) 51-75%	(23) 0-5%

19. What percentage of persons who come without a referral and fill out an application are interviewed either immediately or at a later date?

19A. When there is an opening?	19B. When there is no specific opening?
(13) 95-100%	(6) 95-100%
(0) 76-94%	(2) 76-94%
(5) 51-75%	(3) 51-75%
(9) 26-50%	(4) 26-50%
(10) 6-25%	(12) 6-25%
(3) 0-5%	(23) 0-5%

20. On average how many people are interviewed to fill one opening? <u>Median: 8</u>

21. For what percent of your new hires in unskilled or semiskilled jobs did you contact the applicant's previous employer <u>prior</u> to making a final selection (i.e., before informing an applicant she/he has been selected)?

(9) 0-5%
(11) 6-25%
(4) 26-50%
(5) 51-75%
(5) 76-94%
(17) 95-100%

22. When you check with previous employers what types of information do you generally obtain?

	Always	Frequently	Infrequently	Never	Reasons for not obtaining information: Not Interested	Reasons for not obtaining information: The Law
Verify applicant did work there	(41)	(3)	(3)	(1)	( )	(1)
Verify type of work applicant performed	(33)	(9)	(2)	( )	(1)	(1)
Verify applicant's wage	(8)	(10)	(14)	(8)	(5)	(4)
Verify reasons applicant left	(29)	(8)	(8)	( )	( )	(4)
Information on absenteeism and tardiness	(24)	(10)	(10)	( )	( )	(4)
Performance on the job	(28)	(11)	(6)	( )	( )	(5)

23. For what percent of your new hires in unskilled or semiskilled jobs did you contact the applicant's previous employer <u>either before or after hiring him/her</u>?

(9) 0-5%
(11) 6-25%
(2) 26-50%
(7) 51-75%
(3) 76-94%
(19) 95-100%

Respondent's Background Information

24. Your age

(18) less than 35
(15) 35-44
(10) 45-54
(9) 55+

25. Your education

( ) Less than a high school degree
(3) High school graduate
(2) 1 year of college or training beyond high school
(4) 2 years of college or training beyond high school
(2) 3 years of college or training beyond high school
(23) 4 years of college or training beyond high school
(18) 5 or more years of college or training beyond high school

26. Which of the following most closely represents your management title? (MARK ONE)

(11) Personal manager
(4) Human resource
(7) Staff member of personnel department
( ) Supervisor (e.g., head clerk or cashier, unit chief, floor manager)
(2) Department of division manager
(11) Manager (e.g., store manager, director, president)
( ) Foreman
(4) Owner
(13) Other: Specify _____

27. Looking at a typical work week, what percentage of your time is spent on the following functions? (PLEASE MAKE SURE THE COLUMN ADDS UP TO 100%)

	Median
Hiring employees	5 %
Training employees	5 %
Supervising employees	15 %
Job duties other than hiring/training and supervision	65 %
	100 %

28. Do you have the authority to hire persons for your company's entry level [clerical/retail/machine trade] jobs?

(22) Yes, I can hire on my own
(20) Yes, but I share hiring authority with others
(6) No, but I participate in the hiring process
(2) No, but I am familiar with our firm's hiring process
(2) No

29. Do you have the authority to fire or terminate employees in entry level [clerical/retail/machine trade] jobs?

(16) Yes, I can fire or terminate employees on my own
(20) Yes, but I share firing authority with others
(11) No, but I participate in the firing process
(3) No, but I am familiar with the firing process
(2) No

30. How many years of experience as a line supervisor in this establishment do you have? Median 5 years

31. For how many years have you worked in this establishment's personnel department and participated in or have been responsible for the selection of new employees? Median 5 years

32. How many years have you been in a position to review employment applications in <u>any company</u>? Median 10 years

SECTION B

I. Training Process

THIS SET OF QUESTIONS REFERS TO THE JOB FOR WHICH THE HIRING SIMULATION HAS JUST BEEN CONDUCTED. (IF YOU DO NOT ACTUALLY HAVE THOSE TYPES OF JOBS PLEASE ANSWER THE FOLLOWING QUESTIONS FOR A SIMILAR JOB AND WRITE A DESCRIPTION OF THE JOB IN THE MARGIN.)

	DURING THE FIRST MONTH (160 HOURS) OF EMPLOYMENT	DURING THE NEXT 11 MONTHS OR 1840 HOURS OF EMPLOYMENT
	Median	Median
1. How many hours of work time does the typical new employee spend reading manuals or watching others do the job rather than doing it themselves? [e.g., engaged in training activities which consume the trainee's time but do not reduce the productivity of other workers]	40 hours	40 hours
2. How many hours of work time does the typical new employee spend in formal training (i.e., self-paced learning programs or training done by specialized training personnel)	14 hours	10 hours
3. How many hours do management and line supervisors spend away from other activities giving informal training or supervision to a typical new worker?	15 hours	20 hours
4. How many hours do coworkers who are not supervisors spend away from their normal work giving individualized training or supervision to the typical new worker?	20 hours	18 hours

THE NEXT SET OF QUESTIONS IN THIS SECTION ASKS ABOUT THE PRODUCTIVITY OF A TYPICAL EMPLOYEE. PLEASE RATE A TYPICAL EMPLOYEE'S PRODUCTIVITY ON A SCALE OF ZERO TO 100, WHERE 100 EQUALS THE MAXIMUM PRODUCTIVITY RATING ANY OF YOUR EMPLOYEES HAS OR CAN ATTAIN AND ZERO IS ABSOLUTELY NO PRODUCTIVITY BY YOUR EMPLOYEE.

5. What productivity score would you give to a typical new employee?	DURING THE FIRST DAY OF EMPLOYMENT	AT THE END OF THE FIRST MONTH	AT THE END OF THE FIRST YEAR
a. When not engaged in any of the training activities (described in Q1, 2, 3, and 4 above)	0	35	75
b. When being trained or supervised by a line supervisor or management staff (the time described in Q3 above)	10	45	85
c. When being trained or supervised by coworkers (the time described in Q4 above)	10	50	80

6. What is the current starting hourly wage for the job for which you answered questions 1-5 [If individual receives tips, commissions, or other incentive payments please include an estimate of the average hourly amount that was received during the first month.]

$ 4.00 per hour

7. What is the current hourly wage for people in this job who have been at the firm slightly more than one year? [If individual receives tips, commissions, or other incentive pay please include in estimate of the average hourly amount that would be received in the thirteenth month.]

$ 4.75 per hour

8. How many years of experience in jobs that have application to your position does the typical new employee have?

Median 1 years

9. Has the typical new employee in this job received training from a school or another employer?

No training	9
Training in the school	9 FTE months
Training by previous employer	15 FTE months

10. How many of the skills learned by new employees in this job are useful outside of your company?

All 95-100%	18
Most 61-94%	28
Half 40-60%	7
Some 6-39%	2
Minimal 0-5%	1

11. Focusing on the skills that are useful outside your company, how many other companies in the local labor market have jobs that require these skills?

Less than 5	1
5-15	2
16-100	22
Over 100	31

12. If it were purchased today what would be the cost of the most expensive machine people in entry-level jobs, like the ones described, work on or with?

Under $2,000	11
$ 2-$ 10,000	28
$10-$ 50,000	11
$50-$200,000	4
$200,000 up	

13. How many weeks does the probationary period for these jobs last?

There is no probationary period	10
Median Weeks	11

14.	(After the probationary period is over) How much documentation or paperwork is required to fire an employee?	A great deal	1	29
		Some	2	14
		A little	3	8
		No paperwork	4	2
15.	If your company were to temporarily layoff one-third of its entry-level employees for a period of three months what would be the basis for selecting which employees would be laid off?	Solely seniority	1	7
		Mainly seniority	2	13
		Mainly productivity	3	8
		Solely productivity	4	8
		Half seniority, half productivity	5	16

YOUR EXPERIENCE WITH NEW HIRES BETWEEN 16 AND 25 YEARS OLD

			Median
16.	Let us imagine your firm hired a group of new employees between the ages of 16 to 25 in this job exactly two years ago, what percent of these would you imagine would now be in each of the following states?	Discharged or induced to quit	10 %
		Voluntarily resigned	25 %
		Currently on lay off	0 %
		Still employed at the firm	60 %
		Total	100 %
17.	Of those still at the firm what percent would have received a promotion (e.g., has been given noticably upgraded job responsibilities involving a higher rate of pay) before two years are up?	Percent of those still at the firm that would be promoted	Median 25 %

APPLICANT # R

Retail
EDUCATIONAL RECORD

Prior to Videotapes

HIGH SCHOOL ATTENDED: Central MAJOR/PROGRAM: Distributive Education

DATES ATTENDED: 1977-1980 GRADE AVERAGE: B DIPLOMA: [X] YES [ ] NO

WORK HISTORY

EMPLOYER: Large Department Store EMPLOYED FROM: May 1982

POSITION: Sales Helper TO: June 1982

JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods

REASON FOR LEAVING:

EMPLOYER: Small Department Store EMPLOYED FROM: May 1981

POSITION: Sales Helper TO: May 1982

JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods

REASON FOR LEAVING: Laid off

EMPLOYER: Small Department Store EMPLOYED FROM: September 1980

POSITION: Sales Helper (part-time) TO: May 1981

JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods

REASON FOR LEAVING: To full-time job

EMPLOYER: Large Department Store EMPLOYED FROM: September 1979

POSITION: Sales Helper (part-time) TO: May 1980

JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods

REASON FOR LEAVING: Temporary job

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

FRIENDS WORKING AT ORGANIZATION [ ] YES [X] NO

CURRENT EMPLOYMENT STATUS [ ] EMPLOYED [X] UNEMPLOYED

OVER FOR ADDITIONAL WORK HISTORY

FOR OFFICE USE: 1. TESTED TYPING SPEED: 55

2. ELIGIBLE FOR TJTC: [ ] YES [X] NO

HIRING PRIORITY INDEX				
0 . .	50 . .	100 . .	150 . .	200
	Worst Hired	Average Hire	Best Hired	

YOUR SCORE FOR APPLICANT
100

Median

R Videotape Interview Number 1 NO INAPPROPRIATE BEHAVIOR

RATING OF APPLICANT'S INTERVIEW PERFORMANCE

Job Description

% of time required on job	Job Duties
75%	Advises (sells) customers on products' features
25%	Prepares sales slips, uses cash register, and keeps records of sold merchandise

BASED ON THE APPLICANT'S INTERVIEW PERFORMANCE:

I. Choose a score from the hiring priority index:

HIRING PRIORITY INDEX					YOUR SCORE FOR APPLICANT
0 . .	50 . .	100 . .	150 . .	200	
	Worst Hired	Average Hire	Best Hired		115 median

II. Circle the number that represents the extent to which you believe the applicant is prepared for the job.

	Applicant Characteristic	Highly Prepared	Moderately Prepared			Not Prepared	Characteristic Not Important for Job
A.	Education/training	1 6	2 25	3 24	4	5	6
B.	Work Experience	1 7	2 31	3 17	4	5	6
C.	Appearance	1 14	2 21	3 11	4 6	5 1	6 1
D.	Grammer	1 17	2 26	3 11	4 1	5	6
E.	Attitude	1 22	2 24	3 9	4	5	6
F.	Personality	1 24	2 22	3 8	4	5	6

III. If you had a suitable opening, would you hire this person? 52 yes 3 no

IV. Check the characteristic listed in II that most influenced your decision to hire or not to hire:

4 A 21 B 3 C 1 D 22 E 2 F

R Video tape Interview Number 2 INAPPROPRIATE APPEARANCE

RATING OF APPLICANT'S INTERVIEW PERFORMANCE

Job Description

% of time required on job	Job Duties
75%	Advises (sells) customers on products' features
25%	Prepares sales slips, uses cash register, and keeps records of sold merchandise

BASED ON THE APPLICANT'S INTERVIEW PERFORMANCE:

I. Choose a score from the hiring priority index:

HIRING PRIORITY INDEX				
0 . .	50 . .	100 . .	150 . .	200
	Worst Hired	Average Hire	Best Hired	

YOUR SCORE FOR APPLICANT
80 median

II. Circle the number that represents the extent to which you believe the applicant is prepared for the job.

Applicant Characteristic	Preparation For Job: Highly Prepared			Moderately Prepared				Not Prepared			Characteristic Not Important for Job	
A. Education/training	1	3	2	19	3	28	4	5	5	1	6	
B. Work Experience	1	6	2	23	3	23	4	3	5	1	6	
C. Appearance	1	20	2	16	3	8	4	5	5	4	6	1
D. Grammer	1	4	2	12	3	13	4	20	5	6	6	
E. Attitude	1	7	2	10	3	17	4	14	5	7	6	
F. Personality	1	7	2	12	3	24	4	10	5	2	6	

III. If you had a suitable opening, would you hire this person? 21 yes 32 no

IV. Check the characteristic listed in II that most influenced your decision to hire or not to hire:

1 A 10 B 4 C 7 D 29 E 4 F

INAPPROPRIATE LANGUAGE

R Videotape Interview Number 3

RATING OF APPLICANT'S INTERVIEW PERFORMANCE

Job Description

% of time required on job	Job Duties
75%	Advises (sells) customers on products' features
25%	Prepares sales slips, uses cash register, and keeps records of sold merchandise

BASED ON THE APPLICANT'S INTERVIEW PERFORMANCE:

I. Choose a score from the hiring priority index:

HIRING PRIORITY INDEX				
0 . .	50 . .	100 . .	150 . .	200
	Worst Hired	Average Hire	Best Hired	

YOUR SCORE FOR APPLICANT	
58	median

II. Circle the number that represents the extent to which you believe the applicant is prepared for the job.

	Applicant Characteristic	Highly Prepared			Moderately Prepared				Not Prepared			Characteristic Not Important for Job	
A.	Education/training	1	2	2	12	3	23	4	12	5	5	6	1
B.	Work Experience	1	3	2	9	3	26	4	11	5	7	6	
C.	Appearance	1	12	2	28	3	13	4	1	5		6	1
D.	Grammer	1		2		3	3	4	26	5	26	6	
E.	Attitude	1		2	3	3	10	4	22	5	20	6	
F.	Personality	1		2	2	3	19	4	28	5	5	6	1

III. If you had a suitable opening, would you hire this person? 5 yes 48 no

IV. Check the characteristic listed in II that most influenced your decision to hire or not to hire:

__A 5 B __C 15 D 32 E __3 F

R Videotape Interview Number 4 BAD ATTITUDE

RATING OF APPLICANT'S INTERVIEW PERFORMANCE

Job Description

% of time required on job	Job Duties
75%	Advises (sells) customers on products' features
25%	Prepares sales slips, uses cash register, and keeps records of sold merchandise

BASED ON THE APPLICANT'S INTERVIEW PERFORMANCE:

I. Choose a score from the hiring priority index:

HIRING PRIORITY INDEX				
0 . .	50 . .	100 . .	150 . .	200
	Worst Hired	Average Hire	Best Hired	

YOUR SCORE FOR APPLICANT
65 median

II. Circle the number that represents the extent to which you believe the applicant is prepared for the job.

	Applicant Characteristic	Preparation For Job: Highly Prepared			Moderately Prepared				Not Prepared			Characteristic Not Important for Job	
A.	Education/training	1	2	2	16	3	30	4	4	5	2	6	1
B.	Work Experience	1	4	2	16	3	28	4	5	5	1	6	
C.	Appearance	1	8	2	18	3	21	4	8	5		6	1
D.	Grammer	1	7	2	10	3	21	4	14	5	4	6	
E.	Attitude	1	1	2	2	3	19	4	14	5	20	6	
F.	Personality	1	1	2	2	3	20	4	22	5	11	6	

III. If you had a suitable opening, would you hire this person? 14 yes 40 no

IV. Check the characteristic listed in II that most influenced your decision to hire or not to hire:

1 A 9 B 2 C 2 D 32 E 9 F

R Videotape Interview Number 5 POOR NON-VERBAL BEHAVIOR

RATING OF APPLICANT'S INTERVIEW PERFORMANCE

Job Description

% of time required on job	Job Duties
75%	Advises (sells) customers on products' features
25%	Prepares sales slips, uses cash register, and keeps records of sold merchandise

BASED ON THE APPLICANT'S INTERVIEW PERFORMANCE:

I. Choose a score from the hiring priority index:

HIRING PRIORITY INDEX				
0 . .	50 . .	100 . .	150 . .	200
	Worst Hired	Average Hire	Best Hired	

YOUR SCORE FOR APPLICANT
110 median

II. Circle the number that represents the extent to which you believe the applicant is prepared for the job.

	Applicant Characteristic	Preparation For Job: Highly Prepared			Moderately Prepared				Not Prepared				Characteristic Not Important for Job	
A.	Education/training	1	4	2	21	3	25	4	4	5			6	1
B.	Work Experience	1	5	2	22	3	24	4	3	5			6	
C.	Appearance	1	9	2	20	3	16	4	7	5	2		6	1
D.	Grammer	1	11	2	22	3	15	4	5	5	3		6	
E.	Attitude	1	12	2	21	3	10	4	7	5	5		6	
F.	Personality	1	10	2	19	3	11	4	8	5	7		6	

III. If you had a suitable opening, would you hire this person? 38 yes 16 no

IV. Check the characteristic listed in II that most influenced your decision to hire or not to hire:

1 A 17 B 2 C 1 D 24 E 10 F

APPLICANT # RG *EDUCATIONAL RECORD** EMPLOYMENT GAP

HIGH SCHOOL ATTENDED: Central MAJOR/PROGRAM: Distributive Education

DATES ATTENDED: 1977-1980 GRADE AVERAGE: B DIPLOMA: [x] YES [ ] NO

WORK HISTORY

EMPLOYER: Large Department Store EMPLOYED FROM: October 1981

POSITION: Sales Helper TO: January 1982

JOB DUTIES: Stocked shelves, showed products to customres, put prices on goods

REASON FOR LEAVING: Laid off

EMPLOYER: Small Department Store EMPLOYED FROM: May 1981

POSITION: Sales Helper TO: October 1981

JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods

REASON FOR LEAVING: Laid off

EMPLOYER: Small Department Store EMPLOYED FROM: September 1980

POSITION: Sales Helper (part-time) TO: May 1981

JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods

REASON FOR LEAVING: To full-time job

EMPLOYER: Large Department Store EMPLOYED FROM: September 1979

POSITION: Sales Helper (part-time) TO: May 1980

JOB DUTIES: Stocked shelves, showed products to customers, put prices on goods

REASON FOR LEAVING: Temporary job

EMPLOYER: EMPLOYED FROM:

POSITION: TO:

JOB DUTIES:

REASON FOR LEAVING:

FRIENDS WORKING AT ORGANIZATION [ ] YES [x] NO

CURRENT EMPLOYMENT STATUS [ ] EMPLOYED [x] UNEMPLOYED

OVER FOR ADDITIONAL WORK HISTORY

FOR OFFICE USE: 1. TESTED TYPING SPEED: 55

2. ELIGIBLE FOR TJTC: [ ] YES [x] NO

HIRING PRIORITY INDEX

0 . . 50 . . 100 . . 150 . . 200

Worst Hired | Average Hire | Best Hired

YOUR SCORE FOR APPLICANT

100 median

WORK HISTORY CONTINUED

EMPLOYER:_____ EMPLOYED FROM:_____
POSITION:_____ TO:_____
JOB DUTIES:_____
_____
REASON FOR LEAVING:_____

EMPLOYER:_____ EMPLOYED FROM:_____
POSITION:_____ TO:_____
JOB DUTIES:_____
_____
REASON FOR LEAVING:_____

EMPLOYER:_____ EMPLOYED FROM:_____
POSITION:_____ TO:_____
JOB DUTIES:_____
_____
REASON FOR LEAVING:_____

EMPLOYER:_____ EMPLOYED FROM:_____
POSITION:_____ TO:_____
JOB DUTIES:_____
_____
REASON FOR LEAVING:_____

EMPLOYER:_____ EMPLOYED FROM:_____
POSITION:_____ TO:_____
JOB DUTIES:_____
_____
REASON FOR LEAVING:_____

EMPLOYER:_____ EMPLOYED FROM:_____
POSITION:_____ TO:_____
JOB DUTIES:_____
_____
REASON FOR LEAVING:_____

K Videotape Interview Number 6

RATING OF APPLICANT'S INTERVIEW PERFORMANCE

Job Description

% of time required on job	Job Duties
75%	Advises (sells) customers on products' features
25%	Prepares sales slips, uses cash register, and keeps records of sold merchandise

BASED ON THE APPLICANT'S INTERVIEW PERFORMANCE:

I. Choose a score from the hiring priority index:

HIRING PRIORITY INDEX				
0 . .	50 . .	100 . .	150 . .	200
	Worst Hired	Average Hire	Best Hired	

YOUR SCORE FOR APPLICANT
120 median

II. Circle the number that represents the extent to which you believe the applicant is prepared for the job.

	Applicant Characteristic	Preparation For Job: Highly Prepared		Moderately Prepared				Not Prepared		Characteristic Not Important for Job	
A.	Education/training	1 8	2	23	3	24	4	5		6	1
B.	Work Experience	1 8	2	25	3	21	4	1 5	1	6	
C.	Appearance	1 21	2	24	3	8	4	5		6	1
D.	Grammer	1 19	2	31	3	6	4	5		6	
E.	Attitude	1 25	2	23	3	8	4	5		6	
F.	Personality	1 22	2	24	3	8	4	5		6	

III. If you had a suitable opening, would you hire this person? 52 yes 3 no

IV. Check the characteristic listed in II that most influenced your decision to hire or not to hire:

1 A 18 B 1 C 2 D 29 E 4 F

R Videotape Interview Number 7 GAP - POOR EXPLANATION

RATING OF APPLICANT'S INTERVIEW PERFORMANCE

Job Description

% of time required on job	Job Duties
75%	Advises (sells) customers on products' features
25%	Prepares sales slips, uses cash register, and keeps records of sold merchandise

BASED ON THE APPLICANT'S INTERVIEW PERFORMANCE:

I. Choose a score from the hiring priority index:

HIRING PRIORITY INDEX				
0 . .	50 . .	100 . .	150 . .	200
	Worst Hired	Average Hire	Best Hired	

YOUR SCORE FOR APPLICANT
90 median

II. Circle the number that represents the extent to which you believe the applicant is prepared for the job.

	Applicant Characteristic	Preparation For Job: Highly Prepared			Moderately Prepared			Not Prepared			Characteristic Not Important for Job	
A.	Education/training	1	9	2	19	3	23	4	1	5	1	6	1
B.	Work Experience	1	7	2	26	3	22	4	1	5		6	
C.	Appearance	1	19	2	27	3	9	4		5		6	1
D.	Grammer	1	18	2	21	3	16	4		5		6	
E.	Attitude	1	3	2	6	3	18	4	20	5	9	6	
F.	Personality	1	13	2	20	3	15	4	6	5	2	6	

III. If you had a suitable opening, would you hire this person? 19 yes 35 no

IV. Check the characteristic listed in II that most influenced your decision to hire or not to hire:

5 A 11 B ___ C 1 D 37 E 2 F

RP _____ SECTION C

Number

Application and Interview Evaluation Process

JOB DESCRIPTION

% of Time Required on Job	Job Tasks
75%	Advises (sells) customers on products' features
25%	Prepares sales slips, uses cash register, and keeps records of sold merchandise

1. If you were choosing among applicants for one job in your firm similar to the job described above, which of the following items are important in narrowing your applicant pool to qualified candidates and which three items are the most critical in your final decision among the candidates?

	A. IMPORTANT ITEMS (check all that apply)	ITEMS	B. THREE CRITICAL ITEMS (rank from 1 to 3 in order of priority)	1	2	3
(13)		Applicant's age	_____	1	0	2
(26)		Educational level (e.g., high school diploma)	_____	3	3	2
(17)		School grades	_____	0	2	1
(18)		Vocational training received in school	_____	2	1	2
(9)		Vocational training received in CETA	_____	1	0	2
(30)		Specific vocational skills (e.g., typing speed)	_____	11	9	1
(26)		Number of jobs held	_____	2	2	4
(30)		Kinds of jobs held	_____	5	2	3
(31)		Kinds of duties performed in past jobs	_____	7	4	5
(25)		Gaps in employment	_____	2	1	2
(34)		Reasons for leaving jobs	_____	1	6	7
(3)		Location of schools attended	_____	0	0	2
(7)		Reputation of schools attended	_____	0	1	1
(19)		Criminal record	_____	3	0	0
(6)		Driver's license	_____	2	0	1
(8)		Bondability	_____	2	1	0
(7)		Friend(s) working at firm	_____	1	0	1
(0)		Qualifies for TJTC	_____	0	0	0
(5)		Recommendations from personal friends	_____	0	0	1
(24)		Recommendations from past employers	_____	1	4	7
(27)		Appearance of application form	_____	1	1	3
(38)		Accuracy of application information	_____	4	0	0
(39)		Good spelling on application form	_____	1	3	1
(9)		Reputation of past employers	_____	1	0	0
(10)		Employed or unemployed status at time of application	_____	0	1	0
(5)		Other: Specify _____	_____	2	0	1

10R

35 total responses

2. In evaluating an applicant during an interview for a job in your firm similar to the job described above, which of the following items are important in reaching your assessment and which three items are most critical in your assessment?

A. IMPORTANT ITEMS (check all that apply)	ITEMS	B. THREE CRITICAL ITEMS (rank from 1 to 3 in order of priority)	1	2	3
(34)	General appearance (gramming)	____	5	7	9
(23)	Dress	____	2	1	0
(24)	Number of questions asked about the job	____	0	3	3
(17)	Number of questions asked about the company	____	1	0	2
(31)	Punctuality for interview appointment	____	2	0	4
(24)	Eye contact during interview	____	2	0	2
(30)	Grammer or language	____	3	4	3
(23)	Speaking ability	____	3	1	0
(23)	Poise	____	2	2	0
(12)	Nervousness	____	1	0	0
(14)	Reaction to wage offer	____	1	0	0
(25)	Non-verbal behavior	____	2	1	4
(22)	Discussion of education or training achievements not shown on application	____	1	4	0
(22)	Discussion of job experience not shown on application	____	3	1	0
(15)	Discussion of other achievements not shown on application	____	0	2	0
(33)	Attitude	____	21	4	0
(31)	Personality	____	3	1	0
(11)	Sensitivity	____	1	0	1
(31)	Maturity	____	2	5	4
(14)	Independence	____	1	0	1
(4)	Other: Specify _____	____	2	1	0

35 total responses

RP _____ SECTION C

Number

Application and Interview Evaluation Process

JOB DESCRIPTION

% of Time Required on Job	Job Tasks
75%	Advises (sells) customers on products' features
25%	Prepares sales slips, uses cash register, and keeps records of sold merchandise

1. If you were choosing among applicants for one job in your firm similar to the job described above, which of the following items are important in narrowing your applicant pool to qualified candidates and which three items are the most critical in your final decision among the candidates?

A. IMPORTANT ITEMS (check all that apply)	ITEMS	B. THREE CRITICAL ITEMS (rank from 1 to 3 in order of priority)	1	2	
(13)	Applicant's age	_____	1	0	2
(26)	Educational level (e.g., high school diploma)	_____	3	3	2
(17)	School grades	_____	0	2	1
(18)	Vocational training received in school	_____	2	1	2
(9)	Vocational training received in CETA	_____	1	0	2
(30)	Specific vocational skills (e.g., typing speed)	_____	11	9	1
(26)	Number of jobs held	_____	2	2	4
(20)	Kinds of jobs held	_____	5	2	3
(31)	Kinds of duties performed in past jobs	_____	7	4	3
(25)	Gaps in employment	_____	2	1	2
(34)	Reasons for leaving jobs	_____	1	6	7
(3)	Location of schools attended	_____	0	0	2
(7)	Reputation of schools attended	_____	0	1	1
(19)	Criminal record	_____	3	0	0
(6)	Driver's license	_____	2	0	1
(8)	Bondability	_____	2	1	0
(7)	Friend(s) working at firm	_____	1	0	1
(0)	Qualifies for TJTC	_____	0	0	0
(5)	Recommendations from personal friends	_____	0	0	1
(24)	Recommendations from past employers	_____	1	4	7
(27)	Appearance of application form	_____	1	1	3
(38)	Accuracy of application information	_____	4	0	0
(39)	Good spelling on application form	_____	1	3	1
(9)	Reputation of past employers	_____	1	0	0
(10)	Employed or unemployed status at time of application	_____	0	1	0
(5)	Other: Specify _____	_____	2	0	1

10R

_____ 35 total responses

		NOT PROMOTED	PROMOTED
8.	Did the firm receive a subsidy for hiring or training?	(97) No ( ) Yes, TJTC ( ) Yes, WIN ( ) Yes, OJT ( ) Yes, other	(95) No ( ) Yes, TJTC ( ) Yes, WIN ( ) Yes, OJT ( ) Yes, other
9.	Military experience	(95) No (1) Yes, training in relevant speciality (1) Yes, no training in relevant speciality	(94) No (1) Yes, training in relevant speciality (2) Yes, no training in relevant speciality
10.	In what month and year was he/she hired?	_____ month/year	_____ month/year
11.	Current hourly wage rate	$ 4.75 median	$ 5.35 median

RATE THE EMPLOYEE'S PRODUCTIVITY ON A SCALE OF ZERO TO 100, WHERE 100 EQUALS THE MAXIMUM PRODUCTIVITY RATING ANY OF YOUR EMPLOYEES HAS OR CAN ATTAIN AND ZERO IS ABSOLUTELY NO PRODUCTIVITY BY YOUR EMPLOYEE.

		median	median
12.	Productivity score at one year tenure (current score if tenure is less than one year	75	90
13.	The productivity score at one year's tenure that you expected when he/she was hired	90	90

Number

SECTION D

OF YOUR CURRENT EMPLOYEES AGE 30 AND UNDER WHO WERE HIRED APPROXIMATELY 18 MONTHS AGO, PLEASE SELECT TWO: ONE WHO HAS BEEN PROMOTED AND ONE WHO HAS NOT BEEN PROMOTED. (IF MORE THAN ONE PERSON FITS A PARTICULAR CATEGORY, PLEASE SELECT THE PERSON WHO WAS HIRED CLOSEST TO EXACTLY 18 MONTHS AGO.) IF YOU ARE NOT ONE OF THE PEOPLE IN YOUR ESTABLISHMENT THAT KNOWS HOW SUCCESSFUL A PERSON TURNS OUT TO BE IN THE JOB, WOULD YOU TAKE THESE 4 PAGES WITH YOU AND MAIL THEM BACK TO US?

		NOT PROMOTED	PROMOTED
1.	How old was he/she	median: 23	median: 22
2.	What sex	(10) M (15) F	(8) M (17) F
3.	Race/Ethnicity	( ) Hispanic (2) Black (24) White/Oriental	( ) Hispanic (5) Black (21) White/Oriental
4.	How much education did the person have?	(1) Less than high school degree (17) High school degree (4) Some college (5) College grad (1) Don't know	(1) Less than high school degree (14) High school degree (6) Some college (5) College grad (1) Don't know
5.	Vocational education in a speciality relevant to the job	(14) None (5) Less than 1 yr (2) 1 year (4) 2 years (1) more than 2 years	(12) None (2) Less than 1 yr (4) 1 year (5) 2 years (3) more than 2 years
6.	Years of relevant job experience prior to being hired	median 2 years	median 1 years
7.	How did he/she learn of the job?	(3) Walk in by chance (6) Newspaper ad (10) From a current employee (1) Employment service referral (1) Private employment agency referral (3) School referral ( ) Union referral ( ) Community based organization referral ( ) Other government agency (2) Other: Specify (1) Don't know	(4) Walk in by chance (6) Newspaper ad (8) From a current employee (2) Employment service referral (1) Private employment agency referral (4) School referral ( ) Union referral ( ) Community based organization referral (2) Other government agency (1) Other: Specify ( ) Don't know

		VOLUNTARY RESIGNATION	LAY OFF	DISCHARGE OR INDUCED QUIT
21.	Did the firm receive a subsidy for hiring or training?	( ) Don't know (26) No ( ) Yes, TJTC ( ) Yes, WIN ( ) Yes, OJT	( ) Don't know (43) No ( ) Yes, TJTC ( ) Yes, WIN ( ) Yes, OJT	( ) Don't know (24) No ( ) Yes, TJTC ( ) Yes, WIN ( ) Yes, OJT
22.	Military experience	(25) No ( ) Yes, training in relevant speciality (1) Yes, no training in relevant speciality	(42) No ( ) Yes, training in relevant speciality (1) Yes, no training in relevant speciality	(22) No (1) Yes, training in relevant speciality (1) Yes, no training in relevant speciality
23.	Months at firm before separation	median 12 mo	median 15 mo	median 13 mo
24.	Hourly wage rate at time of separation	$ 4.75	$ 4.50	$ 5.25
25.	Productivity score two weeks before separating from the firm	75	70	50
26.	Productivity score at one year's tenure that you expected when he/she was hired	85	85	85

APPENDIX D

GUIDE FOR EMPLOYER DISCUSSION

EMPLOYER DISCUSSION

This is your time during the seminar to tell us about your experiences in hiring youth for entry-level jobs and at the same tiem disucss amoung yourselves your expectations about what skills and sompetencies schools should be teaching youth. The questions on the following two pages are examples of the possible topics you might want to discuss.

NOTES

OF THE EMPLOYEES AGE 30 OR UNDER HIRED ABOUT 18 MONTHS AGO WHO ARE NOT CURRENTLY WORKING FOR YOUR ESTABLISHMENT, PLEASE SELECT THREE: SOMEONE WHO RESIGNED VOLUNTARILY, SOMEONE LAID OFF AND NOT REHIRED, AND SOMEONE DISCHARGED OR INDUCED TO RESIGN (IF MORE THAN ONE PERSON FITS A PARTICULAR CATEGORY PLEASE SELECT THE PERSON WHO WAS HIRED CLOSEST TO EXACTLY 18 MONTHS AGO. IT DOES NOT MATTER WHETHER THE PERSON LEFT SHORTLY AFTER BEING HIRED OR ONLY AFTER BEING THERE FOR ALMOST A YEAR.)

		VOLUNTARY RESIGNATION	LAY OFF	DISCHARGE OR INDUCED QUIT
14.	How old was he/she	median: 23	median: 25	median: 27
15.	What sex	(8) M (8) F	(5) M (8) F	(11) M (13) F
16.	Race/Ethnicity	( ) Hispanic (3) Black (21) White/Oriental	( ) Hispanic (1) Black (12) White/Oriental	( ) Hispanic (3) Black (19) White/Oriental
17.	How much education did the person have?	(1) Less than high school degree (11) High school degree (9) Some college (5) College grad (1) Don't know	(1) Less than high school degree (8) High school degree (3) Some college (1) College grad ( ) Don't know	(3) Less than high school degree (14) High school degree (6) Some college (1) College grad (3) Don't know
18.	Vocational education in a speciality relevant to the job	(12) None (3) Less than 1 yr (5) 1 year (2) 2 years (4) more than 2 yr	(5) None (6) Less than 1 yr (1) 1 year (1) 2 years ( ) more than 2 yr	(13) None (3) Less than 1 yr ( ) 1 year (5) 2 years (2) more than 2 yr
19.	Years of relevant job experience prior to being hired?	median 1 years	median 3 years	median 2 years
20.	How did he/she learn of the job?	(3) Walk in by chance (6) Newspaper ad (7) From a current employee (1) Employment service referral (2) Private employment agency ref (3) School referral ( ) Union referral (2) Community based organization referral ( ) Other government agency (1) Other: Specify	(1) Walk in by chance (4) Newspaper ad (5) From a current employee ( ) Employment service referral (1) Private employment agency ref (1) School referral ( ) Union referral (1) Community based organization referral ( ) Other government agency (1) Other: Specify	(5) Walk in by chance (4) Newspaper ad (9) From a current employee (2) Employment service referral ( ) Private employment agency ref (1) School referral ( ) Union referral (2) Community based organization referral (1) Other government agency (1) Other: Specify

7. Which would you generally prefer to hire, a job applicant with previous school-based vocational education in your field or a job applicant who recieved training from a previous employer? Why?

8. Many firms find themselves in the position of paying new employees much more than they are able to produce at first in hopes that when the employee is fully trained that the firm will recoup the investment. Do you fell that the wage rate that you pay new employees rises in tandem with their productivity? If not, why not? [unions, minimum wage, competitive pressures or something else]

9. What do you believe a long spell of unemployment signifies?

10. If typing speed is adequate for the job, would specializing in office education be of value? Why?

11. What are the three things that <u>schools</u> should be doing to prepare youth to get and keep a job?

    1.

    2.

    3.

12. What are problems ou are currently experiencing related to training or employee productivity that vocational researchers should be investigating?

    1.

    2.

    3.

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